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ÇUKUROVA UNIVERSITY  
THE INSTITUTE OF SOCIAL SCIENCES

AN ACTION RESEARCH STUDY ON PORTFOLIO ASSESSMENT IN A PROCESS  
WRITING CLASS WITH SEVENTH GRADE STUDENTS IN A PRIMARY STATE  
SCHOOL

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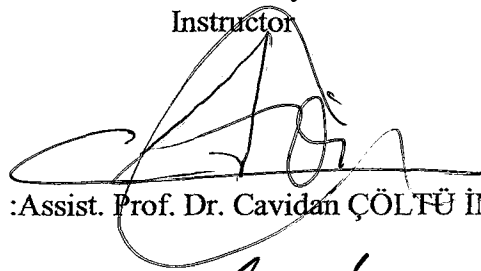
MASTER OF ARTS  
In the subject of  
ENGLISH LANGUAGE TEACHING

ADANA/2004

**Çukurova Üniversitesi Sosyal Bilimler Enstitüsü Müdürlüğüne,**

Bu çalışma, jürimiz tarafından İngiliz Dili Eğitimi Anabilim Dalında YÜKSEK LİSANS TEZİ olarak kabul edilmiştir.

  
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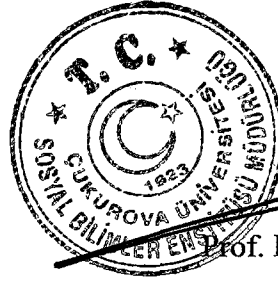
  
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## ÖZET

# DEVLET OKULLARININ İLKÖĞRETİM KADEMESİNDE ÖĞRENCİLERİN YAZMA BECERİLERİNİN DOSYALAMA TEKNIĞI İLE GELİŞTİRİLİP DEĞERLENDİRİLMESİ

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**Eylül 2004, 101 Sayfa**

Bu çalışmada amaç devlet okullarında ilköğretim öğrencilerinin dosyalama tekniğini kullanarak yazma becerilerinin gelişim sürecini araştırmaktır.

Yapılan bu çalışmada belirlenen üç temel sorunun cevabı araştırılmıştır:

- 1) İlköğretim kademesi yedinci sınıf öğrencilerine yazma becerisini kavratırken göz önünde bulundurulması gereken faktörler nelerdir?
- 2) Dosyalama tekniğinin kullanılması yedinci sınıf öğrencilerinin yazma becerilerinin gelişmesinde etkili olur mu?
- 3) Dosyalama tekniğine öğrencilerin tepkileri nelerdir?

### **Anahtar Sözcükler:**

1. Dosyalama Tekniği
2. Bilişsel Gelişme
3. Otonom öğrenci

## ABSTRACT

# AN ACTION RESEARCH STUDY ON PORTFOLIO ASSESSMENT IN A PROCESS WRITING CLASS WITH SEVENTH GRADE STUDENTS IN A PRIMARY STATE SCHOOL

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September 2004, 101 Pages

This study aims to search the improvements of the writing skill of the seventh grade students in a state school by using *portfolio technique* in Process Approach.

In this study three questions have been investigated:

- 1) What are the factors to be considered while teaching writing skill to the seventh grade students?
- 2) Does the use of portfolio technique help seventh grade students' writing improvement?
- 3) What are the attitudes of the students to portfolio technique?

### Key Words:

1. Portfolio Technique
2. Metacognitive Skills
3. Autonomy

## ACKNOWLEDGEMENTS

This study has been possible with the contribution of many people. Firstly, I would like to express my gratitude to my advisor Assist. Prof. Dr. Hülya Yumru for her support, understanding and patience during my study. I also owe my special thanks to her for providing me with the opportunity to conduct my study.

Secondly, I wish to express my heartfelt thanks to Assist. Prof. Dr. Jülide İnözü and Assist. Prof. Dr. Cavidan Çöltü-İmren not only for evaluating my papers and but also for their readiness for help and patience.

I would also like to extend my thanks to my friends Yonca Özkan and Yeşim Keşli for their expert comments.

I am greatly indebted to the students who participated in my study for undertaking the responsibility of the requirements of this study. Without them, this study would not be possible.

I would like to express my warmest thanks to my unique family; Gülnaz, Ziya and Burcu Tan for their invaluable support and patience. Without them I would never have completed my study.

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## CHAPTER 1

### INTRODUCTION

#### 1.1 Background and Goals of the Study

As Raimes (1983) in Yumru (1991) stated “when we learn a second language, we learn to communicate with other people; to understand them, to talk them, read what they have written and write to them.” (p.3). Therefore, one can conclude that to communicate in language means not only to be able to be competent in speaking but also to communicate through writing.

The development of this study was prompted because of the writing problems of intermediate learners at Government schools in Mersin. Most of the ELT (English Language Teaching) teachers hear the statements below:

“I just know I have some kind of disability: I can’t write what I want no matter how hard I try.”

“Whenever the English lessons come, my stomach starts aching as I know that I can not write good essays.”

“I wish I could write well in English. Why am I like this? Am I stupid?” (Taken from the students’ expectation questionnaires that took part in our study).

This is what most of the ELT (English Language Teaching) teachers have heard or felt during the lectures. Many students have such a feeling that they have mental block against writing in a foreign language. Although they gain a knowledge of grammar and vocabulary aspects they can not manage to put them into words. In other words, the learners are unable to write coherent paragraphs and essays as they do not know how to organize their thoughts and use the required grammatical patterns and vocabulary. They are not only unaware of coherence/cohesion but also organizing information in a text.

Most of the research suggest that the process has been important for the last two decades. The first reason is, students improve their linguistic and abilities and they “...use writing as a central means of learning through discovery and criticism.” (White, 1993, p.105). Second reason is that “students improve their metacognitive skills through writing, since they are taught how to think critically and how to solve problems.” (Şahinkarakaş, 1988, p.1). At this moment a question can be asked such as “what is metacognition?” Metacognition (English Language Arts: 10, 2004, p.4) is, briefly, being aware of one’s cognitive abilities and products. By means of metacognition one is able to control his/her cognitive process and as a result, achieve to do self control and self correction.

## **1.2 Statement of the Problem**

There have been numerous approaches to the teaching of writing in the history of language teaching. “These have evolved with the development of different approaches to teaching in general, which have in turn contributed to the changing role and the status of writing within English language syllabises and the English as a Foreign Language classroom.” (Holmes, 2003, p.1).

Researchers suggest that process-oriented approach fits the best in all approaches in the teaching of writing as it alters the teacher’s perspective in the way of teaching, meets the student’s practical needs and increases the status of writing as a skill gradually. Taylor (1986) in Jarvis (2003, p.1) mentions the importance of process writing method in the following way:

Process writing is an approach which encourages ESL youngsters to communicate their own written messages while simultaneously developing their literacy skills in speaking and reading rather than delaying involvement in the writing process, as advocated in the past, until students have perfected their abilities in handwriting, reading, phonetics, spelling and grammar are accepted, know that within the process of regular writing opportunities students

will gain control of these sub-skills. These skills are further developed in individual and small group conference interviews.” (p.1).

Due to the agreement for the process writing method as an approach among teachers and researchers, teachers continue teaching the writing skill in traditional ways and restrict the broads of writing process by giving most of the time and effort on grammar and vocabulary rather than the process involved in writing.

However, the writing skill lets the students use the language in all ways as the students have the chance both to use the structure and vocabulary that they have learnt so far and to express their ideas and thoughts freely.

The second problem is that most of the English teachers in Turkey teach the writing skill only if they are teachers in Anatolian High Schools and in colleges. That is, the teachers in state school totally ignore the writing skill or only start to teach it after the seventh grade. If the teacher (in contrast) directs the student to write short sentences and paragraphs about using the grammar patterns or vocabulary they have learnt so far when they are in primary school, there is no doubt that the students are able to write much more effectively when they come to High School.

Therefore, we can conclude that, a teacher has to deal only with in selecting the activities and must give time to writing skill as well as other skills.

Another problem is that although process approach is an important factor for the students to learn in a cyclic process and give time to them in order to be better writers, the technique used in classrooms should be chosen carefully. At this point, portfolio technique suits well as it is a valid method for both learning the required information and assesing it in the best way.

### **1.3 The Aim and Scope of The Study**

Drawing on the above mentioned problems and difficulties, we realised that we, the English teachers, need a deeper understanding of the importance of writing skill in our classrooms as

well as the other skills and an understanding of the process approach in writing skill and develop ways to apply it to the students we are teaching.

Therefore, the purpose of this study, which is going to be conducted as an action research is to train students in primary schools, to be aware of methods and ways in writing skill in the language of English, and to improve their writing skill gradually by means of process-oriented approach together with the portfolio technique. Thus, it is expected that while improving the writing skill, students can improve their metacognitive skill and become autonomous learners as well by:

- raising awareness
- having self-confidence
- learning to share ideas
- being active participants
- analyzing and synthesizing what they have learnt

(adapted from Şahinkarakaş, 1998)

#### **1.4 Portfolio Assessment**

Portfolio assessment is an alternative way to sit-down examinations. To understand this system, it is necessary to explain 'what is portfolio?'. "A portfolio, in general, is a student's collection of data which shows the student's progress over time." (Aitken, and Baker, 1993, p.155). In other words, it is a chronological order and it reflects the student's own progress step by step in any specified time. As mentioned above the students collect all their works in a file, every step of the works that has been achieved so far, the students' efforts, improvements, successes can easily be seen. The portfolio provides vital information to the students as well since they are able to see both weaknesses and strengths together which would help them improve themselves.

## 1.5 Research Questions

This study aims to answer the following research questions:

1. What are the factors to be considered while teaching the writing skill to the seventh grade students?
2. Does the use of portfolio technique help seventh grade students' writing improvement?
3. What are the reactions of the students to portfolio technique?

## 1.6 Operational Definitions

### 1.6.1 Action Research

According to Dick (2002) " Action research is a flexible and spiral process which allows action (change improvement) and research (understanding, knowledge) to be achieved at the same time." (p.2). He continues by stating that the understanding allows more informed change and at the same time it is informed by that change, so people affected by the change are usually in the action research.

Lewin (1947) defines action research as a three step spiral processes of (i) planning which involves reconnaissance; (ii) taking actions; (iii) fact-finding about the results of the action. The other two researchers Zuber-Skeritt (1992, p.94) mentions three steps in action research:

**Step 1:** The researcher starts with a general idea to reach a certain objective. The idea must be examined carefully by fact-finding about the situation. Thus, there will be an overall plan of how to reach the objective.

**Step 2:** The researcher executes the overall plan followed by fact-findings. The fact-finding has four functions:

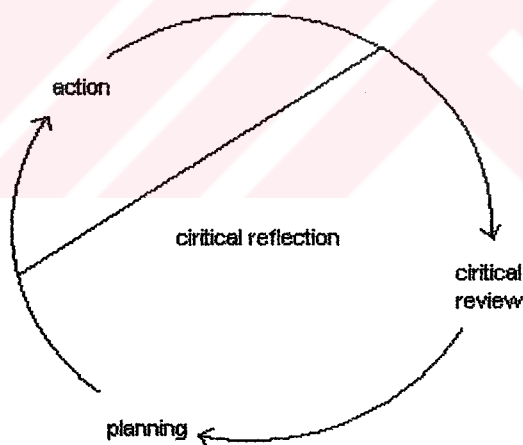
- (a) to evaluate the action,
- (b) to give the planners the possibility to learn and gather new insights,

- (c) to help to plan the next step correctly,
- (d) to help modify the overall plan.

**Step 3:** The researcher reviews a circle of planning, executing and fact-finding in order to evaluate the second step and to prepare a reasonable basis for the fourth step or modify the overall plan.

Action research is practical as its aim is to solve problems directly in actual situations where the students are engaged in developing their own skills as well as others. The other collaborates and acts together with the participants and all the people that contributes to the research have the equal importance.

The action research fits the action and the research together. We can show it in a tight cycle.



**Figure 1.1 A simple action research spiral**

(Dick, 2002, p.3)

Here, the action is followed by critical reflection: As a result you can easily see what did? What didn't?, and how might we do it in a differently next time? ( see figure 2.2).

Accordingly, the term action research in this study is regarded mainly in the planning of syllabus for the seventh grade students in a state school and the process of applying the portfolio technique to see the changes in the writing skill.

### **1.6.2 Process Approach**

The process oriented approach to teaching writing in the classroom began three decades ago as the result of extensive research on literacy acquisition for majority language learners. Murray (1972) in Montague (1995) defines the process -oriented approach as follows:

The process oriented approach refers to a teaching approach that focuses on the process a writer engages in when constructing meaning. This teaching approach concludes with editing as a final stage in text creation, rather than an initial one as in a product oriented approach (p.3).

Process writing works dramatically in developing the students' skill as it assists the students' ability level and helps them to improve their writing skill. The students feel "confident" as they learn to use their ability in the best way as time passes.

Jarvis (2002) states that "the process writing method values the talents and growth of individual writers and makes them want to continue writing because they feel good about their abilities" (p.1).

Pre-writing, drafting and re-writing are the stages of the process oriented approach. After rough draft is created, it is polished into subsequent drafts with the assistance of peer and teacher conferencing. Then 'final editing' and 'publication' are followed.

**1.6.3 Intermediate Level** This term will be used to describe the participants that are at the seventh grade in a state school.

**1.6.4 Portfolio Technique** Process Approach in writing has been used for many years among the ELT (English Language Teaching) teachers. Although this approach has a lot of

constructive ways in the improvements of students ability, there has been a mismatch between the way it is taught and the way it is tested. Portfolio technique is an alternative to traditional ways of testing the students. The definition by Paulson, Paulson and Meyer (1991) explains the portfolio as follows:

A portfolio is a purposeful collection of student work that exhibits the students efforts, progress and achievements in one or more areas. The collection must include student participation in selecting contents, the criteria for selecting, the criteria for judging merit and the evidence of student self-reflections (p.60).

In this kind of study, students feel confident as they collect all their work in a folder which reflects the students' efforts and developments as well. Wolf (1989) approves this by saying that portfolio technique lets the students improve their metacognitive skills because they learn to create new things and to take their own responsibility as the activities that they do and save in their folder help them to be autonomous learners for they can criticize their own learning in time (p.35-39).

## CHAPTER 2

### REVIEW OF LITERATURE

#### 2.1 Introduction

This chapter describes the process approach to writing instruction, and discusses some of the ways in order to apply it in the best way. Based on the review of literature, it can be concluded that the limits of a product can be broadened by knowing how to look at the student's writing ability from a process-oriented perspective. For instance, Boughey (1997) sees writing as follows:

Writing is not a mysterious activity at which only few people can succeed; rather it is a craft, like weaving or playing an instrument, that can be learned by almost anyone willing to invest the necessary time and energy. Contrast to what many people seem to believe, the main qualities you need to succeed as a writer are; confidence and determination (p.3).

Hamayan (1989) agreed by saying that "writing activities must focus on the communication and expression of meaning rather than on the form of languages the students are mostly interested in writing as a means rather than as an end itself." (p.1). Accordingly, Chakraverty & Gautum (2000) see writing as "... an important part of language learning which is essentially a reflective activity that requires enough time to think about the specific topic and to analyze and classify any background knowledge." (p.3). Then, writers need suitable language to structure these ideas in the form of a coherent discourse." (p.22). Based on this view, our purpose is to help our students produce "self-contained" compositions. Meanwhile, they have to link and develop information, ideas, or arguments in logical sequences as without writing practice students have difficulty in achieving clarity, which is the goal of any writing exercise (Chakraverty & Gautum, 2000, p.3). As these things require time, it can be concluded that the focus should be on seeing the writing skill as a 'process' rather than a single finished product named as 'papers.' Writing and thinking are intertwined. Writing is a complex

process that allows writers to explore thoughts and ideas, and make them visible and concrete. Thinking is the foundation of writing and because thinking is central to learning, students who are able to make their thought processes concrete through writing enhance their learning capabilities (English Language Arts, 2002, p.1). From this view we may state that writing is a process of exploring one's thoughts and a permanence since these thoughts would have not any place if they were not written, so writing can be defined as a lonely process requiring writers to explore, oppose, and make connections between proportions for themselves. In other words, writing is produced and received in a written context which is devoid of support for the communication of meanings (Cummins, 1986). The result of this is that, in writing meanings must be explicit and understanding the need to be explicit forces writers to engage with the proportions contained in their text more than in other skills such as speaking etc...

Moreover, writing ability comprises an enormous spectrum of skills. According to Reed (1971) "at the simplest level, it consists of the ability to write down on a paper what can be formulated in speech, but even this ability requires an integration of skills in hand-writing or typing, spelling, punctuation, and other mechanics of writing." (p.140). Even at this level, the writer does not and can not represent everything he hears in speech; he must observe certain rules of normalization or editing where by repetitions, false starts, and other types of mistakes' are eliminated. As a result it can be concluded that as writing motivates communication, focuses and extends thought, and makes thoughts available for reflection it encourages thinking and learning as well.

## **2.2 Mechanics of Writing**

Writing involves both what is said (content) and how (form). Perhaps of all the discussions on composition, it is the role of mechanics that has generated the most debate. In 1963 Braddock, Llyod-Jones, and Schoer (1963) looked at the body of research in composition and stated that:

...in view of the widespread agreement of research studies based upon many types of students and teachers, the conclusion can be stated in strong and unqualified terms: the teaching of formal grammar has a negligible or, because it usually displaces some instruction and practice in actual composition, even a harmful effect on the improvement of writing (p.37-38).

This was a powerful message to some teachers who accepted it as permission to abdicate responsibility for the teaching of any mechanics. In the years following the Braddock et al. study, two approaches to writing instruction emerged. First was the Whole-Language Movement with its focus on emergent literacy and limited direct instruction in writing conventions for young learners. ( Goodman Y., & Hood, W., 1989; Smith, 1995). Second was the growth of the National Writing Project with its orientation toward student-centered expressive writing ( Murphy, 1990). Misunderstandings about both approaches tended to support the interpretation that teachers need not to emphasize standard writing conventions such as spelling, punctuation, capitalization, and sentence structure skills which are generally taught under the heading of "grammar". Although subsequent research on the effect of grammar instruction on writing found no significant difference between the formal teaching of grammar and teaching no grammar, the design of many of the studies (e.g., no pre-and post writing samples, control for teacher bias) has been called into question (Hillocks, 1986). Many of the studies focusing on sentence combining and construction have shown positive growth in syntactic maturity of writers. However, these studies have not responded to the question of the reduction of errors and it is this aspect of writing that often determines a rater A's view of the quality of the product.

Emig (1971) concluded that "most of the criteria by which students A' school-sponsored writing is evaluated concern the accidents rather than the essences of discourse→ that is, spelling, punctuation, penmanship, and length" (p. 122). Also, she offered some balance between form and content. What a teacher expect shapes what he or she will see. Teachers can

focus on either *what the error is or why the error occurred*. Often errors reflect students' attempts to approximate standard successfully; that is, they are overcorrecting and making errors because they are trying not to do so. Thus, Shaughnessy (1977) suggested that teachers must decide what a tolerable error is by determining which errors matter most in the communication process and which can be corrected over time to allow students to grow in this area of their expertise. Weaver (1996) advocated teaching grammar within the context of writing. She argued that a behaviorist view that drill alone will result in accurate applications of rules is faulty because it assumes that concepts students learn in isolation will be transferred to other contexts. Also, she stated that a constructivist model encourages students to grapple with both the meaning of the conventions and their writing. Weaver (1996) suggested that teachers use incidental lessons to introduce concepts and inductive lessons to guide students to an awareness of grammatical patterns and to provide opportunities for students to arrive at their own generalizations about use. Mini-lessons would present new information of value to writers while extended mini-lessons would offer opportunities for elaboration and collaborative practice.

### **2.3 An Overview of the Process Approach to Writing Instruction**

In the past instructors often expected the student to come to the classroom and write an essay or a composition on a given topic and they usually do not let the students think about the subject matter before they start writing. Richard Hudson (1998) viewed this by saying that children were taught grammatical analysis as part of the effort to improve their writing. However, when educational researchers sought evidence for the expected effects, the results were negative; for example, one of the classic experiments concluded. It seems safe to infer that the study of English grammar had a negligible or even harmful effect upon the correctness of children's writing in the early part of the five secondary schools (Harris, 1962). As a result, the trend has changed with an increased attention to students' practical needs and it is

understood that writing is a process which includes several steps that should be followed in order to write in the best way and can not be seen as just sitting down and doing it perfectly. Holmes (2003) agreed by stating "... general moves towards more learner-centered syllabuses, has altered the teacher's perspective on both the needs of and the problems faced by language learners." (p.1). As a result, we are beginning to develop a more 'top-down' and 'student-centered' approach to writing.

Montague (1995) defines the process oriented approach as "the process oriented approach refers to a teaching approach that focuses on the process a writer engages in when constructing meaning." (p.1). She maintains as "this teaching approach concludes with editing as a final stage in text creation, rather than an initial one as in a product oriented approach." (p.1). Heald-Taylor & Gail (1994) in Jarvis (2002) described the process writing in the following way:

Process Writing is an approach which encourages ESL youngsters to communicate their own written messages while simultaneously developing their literary skills in speaking and reading rather than delaying involvement in the writing process, as advocated in the past, until students have perfected their abilities in handwriting, reading, phonetics, spelling, grammar and punctuation (p.1).

In Process Writing the communication of the message is paramount and therefore the developing, but inaccurate, attempts at handwriting, spelling and grammar are accepted, know that within the process of regular writing opportunities students will gain control of these sub-skills. These skills are further developed in individual and small group conference interviews. Process Writing works dramatically in developing the students' skill as it assists the students' ability level and helps them to improve their writing skill. The students feel 'confident' as they learn to use their ability in the best way as time passes. Jarvis (2002) states that "The Process writing method values the talents and growth of individual writers and makes them want to continue writing because they feel good about their abilities." (p.1).

In this study, process approach to teaching writing involves three cycles; pre-writing, drafting and post-writing.

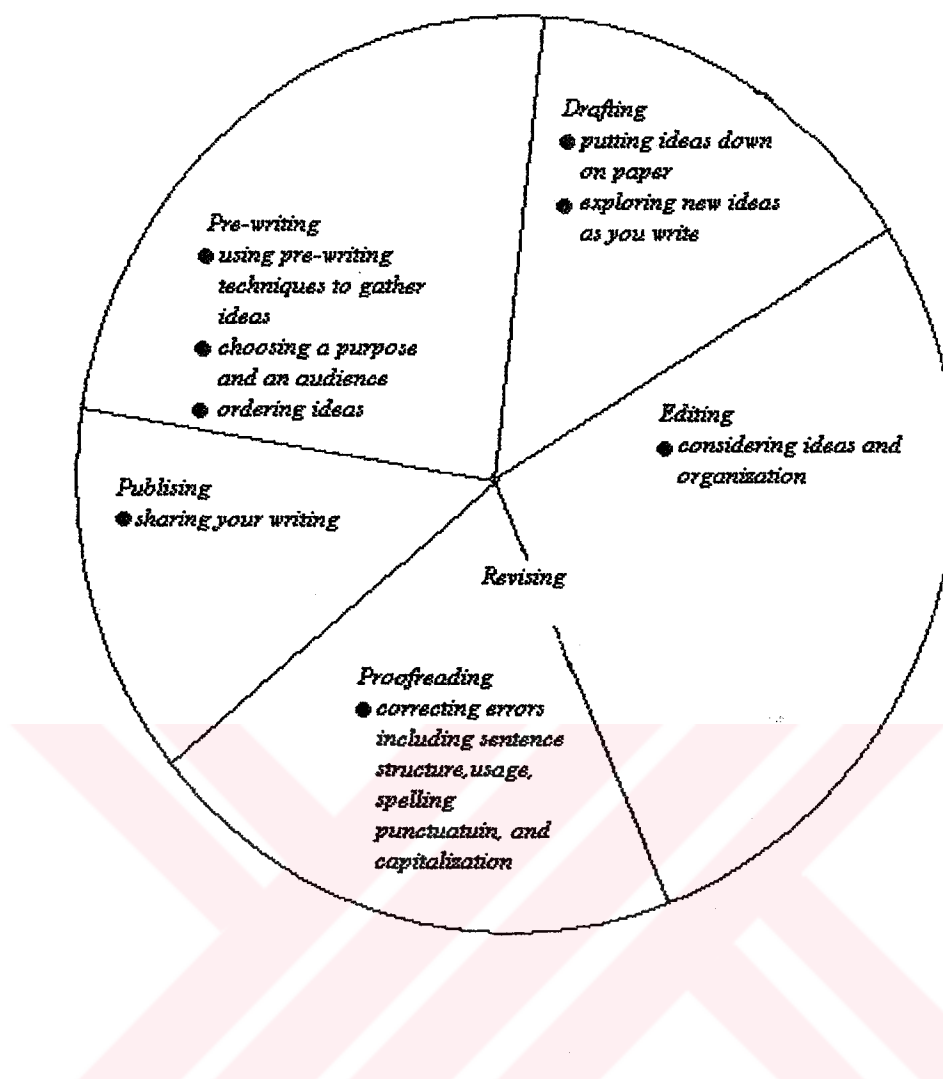
#### **2.4 Cycles of the Writing Process**

In the past, writing was something that teachers expected learners to do in class without giving any prior thought to the meaning of the finished product. Consequently, learners' attitudes towards writing were less than positive. According to A. Simpson (2004) "this was compounded by the fact that this skill was often relegated to the status of 'homework' due to the pressures of time and syllabus requirements, thus nullifying the possibility of teacher guidance." (p.1). Moreover, writing was viewed just a tool for reinforcing of grammatical and lexical patterns and accuracy in punctuation and vocabulary instead of giving importance to content and self-expression primarily.

However, this is a trend that has changed greatly in recent years. Meriwether (1997) indicates that there is now widespread recognition that writing is a process which involves several steps. She continued as since writing is primarily about organising information and communicating meaning, generating ideas is clearly a crucial part of the writing process.

Many successful writers find that they cycle through the stages of writing several course of a writing task ( see figure 2.1 ). The basic cycles of a writing process are as follows:

- pre-writing
- drafting
- writing
- post-writing ( revising – editing – proofreading )
- conferencing ( assessment )



**Figure 2.1 A Cycle of the writing process**

(English Language Arts:10, 2004, p.3)

### 2.4.1 Pre-writing

According to Simpson (2004) in process writing, the first thing that a writer needs to do is to find something to write about. When a subject is chosen, the audience, purpose and tone of the writing need to be considered. Gould, Di Yahni and Smith (1943) defined pre-writing as “pre-writing is the complex network of initial mental sequences we undergo when we write a paper.” (p.106-107). When we look at Proet and Grill (1986) pre-writing stimulates and enlarges thought and moves writers from the stage of thinking about a writing task to the act of

thinking. The pre-writing stage is likely to be more important in generating quality than 'morking' at the end.

Yumru (1991) stated that "for beginners pre-writing may be planned learning experiences which the teachers provides but later on as they become experienced, writers need fewer planned experiences. This cycle helps writers to find out what they want to say." (p.35). Pre-writing stage helps the students discover what is important or true from them about any subject at any time.

Massi (2001) mentions that writing is by nature an interactive process because it evolves out of the symbolic interplay between the writer, text and reader. So, it is certain that by making conditions more authentic than the ones in traditional classroom tasks, an awareness of audience, purpose and intentionally is reinforced. Tribble (1996) mentioned that assigning tasks that pose real problems to the learner will keep their motivation high and create a sense of achievement.

Consequently, during the pre-writing phase students need direction. It can be a topic, or something to discuss in writing. According to Danesh & Mihçioğlu (2002) " the subject of a paragraph or an essay is the general topic which the writer intends to focus on. However, since in most cases the subject deals with a broad issue, you need to move from a general subject to a more specific topic- a process known as narrowing down." (p.7).

**Example :** Subject → Education

↓

Universities in Turkey

↓

Foundation University

↓

Atılım University

Advantages of Atılım University → (Narrowed Topic)

## Activity

- Brainstorm the ideas
- List them
- Select the ones you will use in your own paragraphs or essays

The topics are revealed through these experiences:

- brainstorming
- mapping and webbing
- writing “leads” (creat some opening sentences)
- listing
- using reporters questions (who?/what?/when?/why?/where?)
- making similies and metaphors
- finding similarities and metaphors
- using visualization and guided imagery
- listening to CDs, tapes and records

(adapted from Steele, 2004)

Brainstorming “is a problem solving strategy.” (Gould, Di Yahni, Smith 1943 p.108). It is to empty the brain to generate information and ideas on a particular topic. In brainstorming we don’t judge records of thoughts and ignore spelling, punctuation and grammar as we just want to see the flood of information of thoughts, feelings and ideas. Brainstorming helps the student to be more relaxed and confident in the target language. According to Steele V. (2004) brainstorming consists of group discussion. Students might discuss an idea, and try to find answers or reasons for a problem and list the reasons as follows:

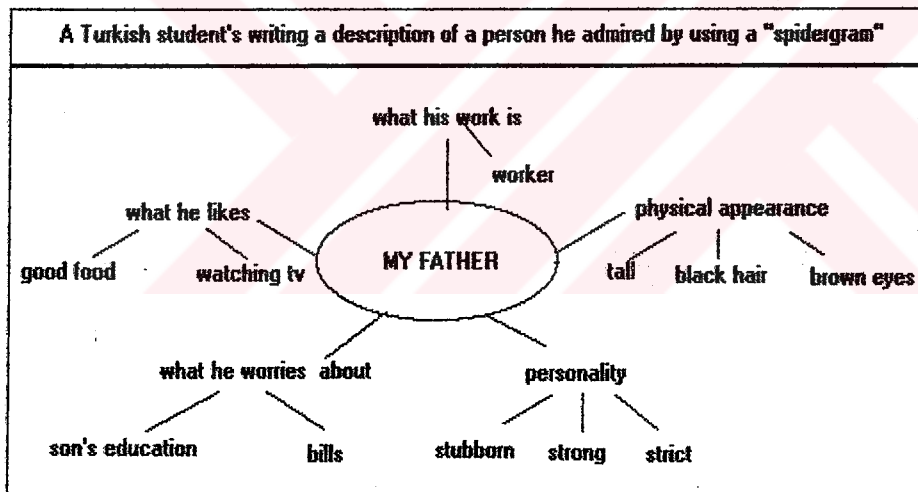
- Brainstorming involves thinking quickly and without inhibition, which can ultimately lead to an interesting piece of writing.
- The teacher should remain in the background during this phase, only supplying language support when students need it, so as not to inhibit students in the production of their ideas.
- Evaluating ideas during brainstorming can be intimidating, and can have a negative effect, designed to promote (p. 1-3 ).

White, R. & Arndt, V. (1991) stated brainstorming as “ brainstorming is a widely used and effective way of getting ideas flowing. These ideas may be ideas for actual content, or ideas for organising the content.” ( p.18 ). He continued as “... it is an especially fertile means of generating ideas, including a unique unorthodox one, which can ultimately lead to an interesting piece of writing.” (p.18).

The stages of doing a drafting activity are as follows:

- choose a topic
- identify a reason or purpose for writing
- find an appropriate form in which to write
- develop a topic
- work out a plot
- develop the organisation of ideas

### Example



**Figure 2.2 A Turkish student's writing a description of a person he admired by using a "spidergram."**

(adapted from White&Arndt, 1991)

The figure above is a student's applying the stages of drafting (mentioned at the top of the page). He chose to show the items in a spidergram. He started by choosing a topic which was "my father", and he put it in the centre of his spidergram and worked on it. Then he

continued by identifying a reason (to describe a person). At the last stage of drafting, he asked short questions and gave short answers in order to use them while he was writing his composition. As it is seen, questions, as being the basis of socratic dialogue and of problem solving are an important prompt for writers. Indeed, one of the skills of a good writer is to think of interesting questions to ask as these yield to interesting answers.

Listing is another way of doing pre-writing stage as it frees writers from the structures of sentences, paragraphs and even the spelling of words, enabling them to keep pace with their thoughts. In listing strategy innovative patterns such as circles, diagonals, clusters, or tree diagrams, which encourage fresh perspectives on your topics one used.

Having reviewed the purposes of listing, the objectives can be stated as follows:

- to reflect, clarify and explore ideas
- to express understanding
- to explain, inform, instruct, report
- to describe
- to retell and narrate
- to state an opinion, and evaluate
- to experiment ( adapted from Şahinkarakaş, 1998).

In the pre-writing stage writers not only need to think about what they are going to say but also how they are going to say it. Moreover, students discover the useful ways of what they want to say and how they want to say in this stage.

#### **2.4.2 Drafting**

In drafting stage the emphasis is on the content and meaning rather than the form. The writers get down their ideas, thoughts, feelings without thinking the form of writing. This can be short phrases, sentences or paragraphs. In this part the writers should think how to organise the information they get in the pre-writing stage in order to attract the attention of their audience and to lead them through the text that they are going to present. White and Arndt (1991) stated drafting stage as “ .. fundamental to the approach to writing which we are presenting here are

the processes of revision and rewriting.” They continued as “ we would advocate running through the ‘ write - revise – rewrite’ cycle at least once for most writing task...” (p.100).

According to Hudson ( 1998) what you must do during drafting is “to think hard to make sure that you have jotted down everything you can pull out of your mind, even though some things may seem trivial or uninteresting.” (p.5). The process that the writers should follow in the drafting stage are as follows:

a) **to produce a first, rough draft:** The writers record their ideas rapidly in order to capture the essence of what they have to say. The writers make little or no attempt to revise at this point and lastly, they focus on talking to the reader.

b) **to write subsequent drafts:** It is rearranging ideas directly on the page. The students adds\deletes news information or make little changes. By reflecting upon their own writing and through conferences with peers and the teacher, students get constructive feedback and support that help to shape their writing.

c) **to revise the draft for content and clarity for meaning:** Students reorganize and sequence relevant ideas, and add or delete details as they strive to make their meaning clear. Then, the students reread what they have written and this helps students to clarify meaning.

d) **to edit the draft for mechanical and conversational concerns that detract from and obscure meaning:** Students proofread for accuracy and correctness in spelling punctuation, capitalization, grammar and usage in this stage. Self-editing checklists are useful tools.

e) **to confer with peers and the teacher:** As writing conferences provide an immediate audience for trying out ideas, they are useful. Students get constructive feedback support that help to shape their writing by reflecting upon their work and by having writing confrences with their peers and teachers.

A checklist or a set of questions can be used to assist writers and conference partners to help the writer make meaning clear. Momentum is the important issue as the students focus their attention on the development of meaning and the flow of thought in their writing. As a result, during drafting teacher should encourage students to

- say what they mean as directly as they can
- be themselves; write from their own point of view or assume a new person or “voice” from which to write
- write as though they were “telling” the reader about the topic.

(adapted from English Language Arts:10, 2004, p.4)

### **2.4.3 Post-writing (Revising-Editing-Proofreading)**

Revising is the general post-writing procedure which involves editing-revising for ideas and form, and proofreading-revising for sentence structure; spelling punctuation, and capitalizm. Oshima and Hogue (1980) suggest the next step is revising after you write the rough draft. In revising, you check it for content and organization including unity, coherence and logic. You can add, delete, change or rearrange of your thoughts more clearly and effectively. Oshimo and Hogue (1980) also stated that “during the first revision, do not try to correct grammar, sentence structure, spelling or punctuation...” (p.12). According to Spina (1984), in Yumru (1991) “revising is not recopying or correcting errors. During the revising cycle writers ethink their thoughts to determine if they are saying what they want to say.” (p.44). During the first revision, the writer must be concerned with content and organization as correcting grammar, sentence structure, and spelling will be done in proofreading stage. Revising strategies require time and practise and different strategies are used for different kinds of writing. Useful strategies for revising ideas are as follows:

- reading compositions aloud, possibly taping them.

- examining compositions in relation to specific questions or guidelines. (E.g., Is my composition clear? Is there something that I can do to make it clearer?)
- using a revision process which involves students in working through various “passes” (Perrin, 1992, in English Language Arts: 6-9, 2002, p.1). For example:

**Pass 1** Edit for truth and accuracy.

**Pass 2** Edit for organization.

**Pass 3** Edit for paragraph structure.

**Pass 4** Edit for sentence structure.

**Pass 5** Edit for word choice

**Pass 6** Edit for spelling and punctuation.

In revision process, the student should check for general logic and coherence as s(he) should be certain that the audience follows her/his ideas easily and understand what s(he) has written. Moreover, the students should check “to make sure that the controlling idea is developed with sufficient supporting details and be certain that each paragraph gives the reader enough information to understand the main idea” (Oshima and Hogue, 1980, p.12). Finally, the student should check if her\his paragraph has a concluding sentence and if s(he) wrote a final comment. The next step is to proofread the paper to check for grammar, sentence structure, spelling and punctuation. Spandel and Stiggins (1990, in English Language Arts:10, 2004, p.13) stated the questions for editing and proofreading as follows:

**a) Ideas\Content**

- 1) Do my ideas work together to make my message clear?
- 2) Do I have enough information?

**b) Organization**

- 1) Does my paper have an effective introduction and conclusion?

2) Do my words, phrases and sentences tie my ideas together logically?

3) Are my ideas written in order of importance?

**c) Voice /Tone /Flavour**

1) Is there evidence that I am sincere and concerned about my audience?

2) Is my paper an example of my best effort?

**d) Word Choice**

1) Are my words accurate; concise and well chosen?

2) Do I feel the need to experiment with any new words?

**e)Syntax /Sentences**

1) Are my sentences varied?

2) Does my writing flow naturally?

**f)Writing Conventions**

1) Are my paragraphs effective?

2) Does my punctuation enhance the meaning?

3) Have I checked my spelling?

4) Are my capitals where they belong?

5) Do I have subject/verb agreement?

The questions given above, guide the students like a map near them during the revision process as they have a chance to check all the details both in their drafts and in their final works, and they can easily return back and correct it if they do something wrong. Consequently, by means of revision sessions the students are able to check coherence and organization which will help their essays to be the best.

#### **2.4.4 Conferencing ( Assessment )**

Conferencing can be shortly defined as assessing the writing process. “ A conference is a meeting to discuss work in progress. As teachers listen to students’ talk about writing, they can learn how to help students through the process.” ( English Language Arts: 10, 2004, p.1). A conference can occur at various points of the writing process. Teachers’ questions can lead students to discuss what they know, what they are doing, what they find confusing, or of what they are proud of. Teachers should balance the amount of their talk with the students’ talk and allow the students to take responsibility for discussing and thinking about their own writing (English Language Arts: 10, 2004, p.1 ).

#### **2.5 Portfolio Technique**

Portfolio technique and process writing are natural partners, since both show effort and development very clearly. Process writing is an approach to teaching writing which tries to simulate the process that many writers go through in their native language and an assessment portfolio is the systematic collection of student work measured against predetermined scoring criteria. These criteria may include scoring guides, rubrics, checklists, or rating scale (O’Malley & Valdez Pierce, 1996). In this way a portfolio is a living, growing collection of a student’s work in which each addition is carefully selected by the student for a specific reason which s(he) will explain. The overall purpose of the portfolio is to enable student to demonstrate to others learning and progress. The greatest value of portfolios is that students become active participants in the learning process and its assessment.

The key characteristics of portfolio technique are as follows:

- A portfolio is a form of assessment that students do together with their teacher.
- A portfolio is not just a collection of student-work, but a selection that the student must be involved.
- A portfolio provides samples of the student’s work which shows growth over time.

By reflecting on their own learning (self-assessment), students begin to identify the strengths and weaknesses in their work. These weaknesses then become improvement goals.

- The criteria for selecting and assessing the portfolio contents must be clear to the teacher and the students at the outset of the process (De Finna, 1992, p.1).

### **2.5.1 Stages in Implementing Portfolio Technique**

The very first and most important part of organizing portfolio technique is to decide on the teaching goals. These goals guide the selection and assessment of students' work for the portfolio. Below are some common goals both for the teacher and the class:

**( 1 ) Identifying teaching goals to assess through the portfolio** The most important part of organizing portfolio technique is to decide on the teaching goals as mentioned above. To do this, a teacher ask her/himself ‘ what do I want the students to learn?’ and choose his/her goals accordingly. This stage is important because teachers have to know what their goals are in terms of what the students will be able to do. Moreover, students have to know what they need to show evidence of in their portfolios.

**( 2 ) Introducing the idea of portfolios to your class** In this part, the teacher needs to present the idea of a portfolio to the class. It is a good idea to show examples of portfolios prepared by other classes, showing the student's work and progress in different areas or skills. It is also worth directing students' attention to the main aspect of portfolios, which will be their assessment tool as well as informing the students how much weight the portfolio will have in their grade marking system.

**( 3 ) Giving support and encouragement together with guiding feedback** Support and encouragement are required by both teacher and students at this stage. The students will get it

from the understanding teacher. The teacher will get it by applying portfolio technique as teamwork in their staff.

The teacher should also give feedback to the students, but it is a good idea to get regular dates at which time portfolio-ready items will be handed in. By this way, students know whether they are on the right track.

**( 4 ) Assessing the portfolios and giving feedback** Each portfolio entry needs to be assessed with reference to its specific goal(s). In this part, the teacher should specify what, and how much, has to be included in the portfolio.

**( 5 ) Student-teacher conferences** An important element of the portfolio technique is that the teacher should have short individual meetings with each student, in which progress is discussed and goals are set for a future meeting. In this way student-teacher conferences play an important role in the formative evaluation of a student's progress.

### **2.5.2 Advantages of Portfolio Technique**

Portfolio technique has numerous advantages for students and teachers. The main advantages are as follows:

#### **( 1 ) Increases school accountability for all students**

At the state level, assessment information is often collected to ensure that the educational system addresses the needs of all students ( O'Malley&Valdez-Pierce, 1996).

#### **( 2 ) A shared vision of student goals and learning**

By developing an assessment portfolio system that includes English language learners, teachers, administrators, parents, and students can shape a common vision of what the students should know and be able to do as a result of their course work. By clearly articulating expectations portfolio assessment helps to create a shared vision of the purpose of education based on the values of the community.

### **(3) Improves teaching and student learning**

Using assessment portfolios that include English language learners not only provides improved information about student achievement but also makes a positive impact on teaching and student learning.

### **(4) Teaches organization**

Portfolio process helps the students learn to be organized which helps them to correct and revise their work more easily.

### **(5) Improves students' metacognitive skills**

Revisions, drafts, and advice given during the process improve students' metacognitive skills as they learn to create new things, to solve problems and to take their own responsibilities (White, 1993; Johns, 1995). Moreover, portfolio technique allows students time “ to select, collect, and reflect on their learning”, and hence, “through critical analysis of their work, students gain insight into other ways of looking at a problem” ( Adams&Hamm, 1992, p.103).

From our point of view, in this study, we clearly saw the benefits of using portfolio technique in the process of developing the students' writing skill. As time passed the students got matured both from the point of writing better in English and finding their own solutions to their problems as well as choosing their own way under different circumstances.

Besides the advantages of portfolio technique, it has also some disadvantages.

## **2.5.2 Disadvantages of Portfolio Technique**

### **(1) Loadwork for teachers**

Teachers have to read more in portfolio technique as they reread drafts to see whether there is a progress and give feedback. Also, they have to give a separate time for each student in conferences in order to help them to be aware of their weaknesses.

## (2) Scoring

Portfolios pose a difficult scoring dilemma for three reasons. First, developing and scoring criteria requires labor intensive staff discussion and training. In this technique, the scoring must be designed to assess content knowledge and language proficiency. Moreover, scoring student work using predetermined criteria is more time consuming than scoring a single occasion, norm-referenced test.

Apart from these, Elbow&Belanoff (1991) list other disadvantages of portfolio technique as follows:

- It puts more pressure on teachers because if a student fails, the teacher might feel s(he) has failed.
- Some teachers feel that it dominates the course too much.
- The emphasis on revising can make lazy students trust too much on the help they receive from their teachers and peers (p.14).

As mentioned above, portfolio technique has some negative ways besides the positive ones since it may sometimes be very tiring and time-consuming both for the teacher and for the students during the process of improving the students' writing skill.

In this chapter, we have introduced the process approach and the portfolio technique. We also presented the advantages and disadvantages of this writing technique.

## CHAPTER 3

### METHODOLOGY

#### 3.1 Introduction

This study, focusing on portfolio technique in process approach, aimed to improve students' writing abilities. The students' progress in their writing skills observed through the correlation of the students' portfolios and sit-down scores.

The results of the expectation questionnaires were also taken into consideration. It was assumed that the progress in their writing skills would also develop their metacognitive skills as they passed through the action research cycle.

The results of the portfolios and the sit-down examinations revealed the correlation between the student portfolios and the sit-down examinations. The results of the questionnaires, the self-evaluation and course evaluation papers, and the teacher's diary revealed students' reactions towards this system.

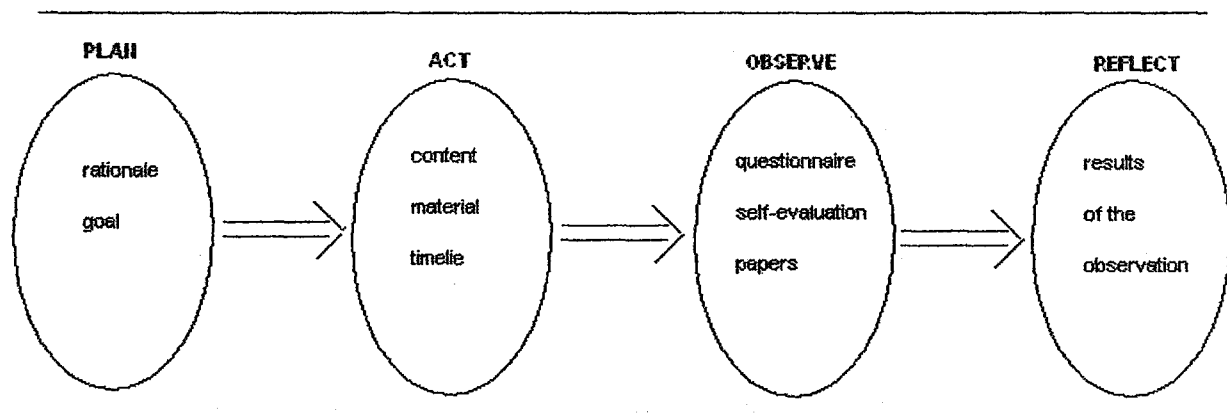
#### 3.2 Participants

The participants of this study were chosen among the students at the seventh grade in a state school. The main reason for this choice is the fact that seventh grade students have the required knowledge to apply the syllabus that was designed. Also, this enabled the students to put into practice what they have been taught about the process of the writing skill.

#### 3.3 Procedure

The design adapted for this study is Action Research. With the exception of well-practised tasks there is natural rhythm to the way most of us behave. We do something. We check if it has worked as expected. If it does not, we analyse what happened and what we might do differently.

The natural cycle which action research uses to achieve its twin outcomes of action and research is [act->review->act->review...] and we originated our own action research cycle as shown in Figure 3.1 in this study:



**Figure 3.1 A Sample of an Action Research Cycle**

(adapted from Şahinkarakaş, 1998)

We started the action research cycle at sentence level as our students were seventh grade students in a state school. Then, we came to paragraph level and essay at the end.

We devoted the first weeks of the semester to introduce the system to the students since this was new to them. The students asked a lot of questions about the system as they were not sure whether they could write fluently in English. Most of the questions were about how to organize their ideas coherently and show it in their paper.

Another frequently asked question was about revising drafts and feedback. They did not want to believe the usefulness of writing the same subjects over and over again. We explained that all the drafts should be in folders so that they could see their own improvements from the first to the last. As time passed, the students perceived the system and started to believe what they were doing. As a result, the students felt confident and with the benefits of this action research cycle, we were able to observe the improvement of our students' writing abilities.

### 3.4 Data Collection and Instruments

In order to discern the problems in the writing skill both from the teachers' and the students' view an expectation questionnaire (see Appendix I) was designed and distributed to the students in Akdeniz İlköğretim School in Mersin before the implementation of the syllabus. Thus, the teacher had a wider idea in choosing the best way to teach the writing skill. At the beginning of the course the students were wanted to save all their written works in a folder (see Appendix VII) regularly in order to evaluate their improvement from the beginning till the end to see whether the process approach with portfolio technique in the writing skill works. Meanwhile a checklist and writing course instruction (Appendix II&III) were given to the students to create an awareness of what they were doing and how the process would start, continue, and end.

The following questions were included in the checklist:

1. Do my ideas work together to make my message clear?
2. Do I have enough information?
3. Does my paper have an effective introduction and conclusion?
4. Do my words, phrases and sentences tie my ideas together logically?
5. Is there evidence that I am sincere and concerned about my audience?
6. Is my paper an example of my best effort?
7. Are my words accurate, and well-chosen?
8. Do I feel the need to experiment with any new words?
9. Are my sentences varied?
10. Does my writing flow naturally?
11. Are my paragraphs effective?
12. Does my punctuation enhance the meaning?
13. Have I checked my spelling?

14. Are my capitals where they belong?

15. Do I have subject/verb agreement? (Spandle and Stings,1990 p.130).

Three weeks before the end of the semester, we gave a portfolio questionnaire ( see Appendix IV) to the students and want them to be honest while completing it and mentioned it would not affect their marks. Our purpose was to see the students' opinions about the usefulness of the portfolio and the scoring of the papers. At the end, we wanted the students to write self-evaluation papers (Appendix V) in which they wrote about their progress through the semester and answer the course-evaluation papers (Appendix VI). Hence, the students answered the following questions in their papers that the teacher had delivered to see the general atmosphere of the course. The questions were as follows:

1. Why do you think we are using portfolio system in this course?
2. Do you think portfolio system is useful for the writing course that has been going on for the six months?
3. What are the strengths and weaknesses of the portfolio system? Tell it in your own words.

#### **3.4.1 The Assessment Systems**

The students were assessed from their portfolios and from their examinations. The weight of these assessment was given as portfolios 40 % , examinations 60%.. The reason for making such an arrangement for the grading system is due to the portfolio system's being new to the students, so we wanted them to get accustomed to the new system and not to make them feel under pressure during this process (see Table 3.1).

Table 3.1 Distribution of the examinations and portfolio tasks

Portfolios	50%	
Examinations	1st examination	
	2nd examination	=> 50 % of the means of the 3 examinations
	3rd examination	

Table 3.1 Distribution of the examinations and portfolio tasks

(adapted from Şahinkarakaş, 1998)

### 3.4.1.2 Examinations

The sit-down examinations were completely related to the subjects that were obligatory in elementary government schools system, as we had to finish the subjects which took part in the curriculum.

#### 3.4.1.2.1 Portfolios

The portfolios consisted of sentences and paragraphs in various tenses and structure. Accordingly, the students wrote 4 short essays. The fourth essay was assessed as a sit-down examination. The former of the essays were written within the portfolio process.

#### 3.4.1.2.2 Self-evaluation and course evaluation papers

For the portfolios, the students wrote self-evaluation papers in which they wrote about their progress through their progress through the semester. The students first brought their self-evaluation papers by answering the following questions:

- Among the tasks you have completed, what kind of information did you obtain?
- What do you think about the portfolio technique in general?

The aim of these questions was to raise students' awareness. By answering these questions, they would be aware of their strong and weak points. Furthermore, they wrote the process that they passed through writing and mentioned their own ideas.

The students also wrote course-evaluation papers at the end of the semester by stating their general idea about the course that has been going on for six months. They wrote where they improved themselves and where they had still problems. Moreover, they wrote about the weak and strong points of the portfolio system.

In addition to these, as explained below in detail the students were given a portfolio questionnaire to answer which consists of three parts in order to see their reactions to portfolio technique.

#### **3.4.1.2.3 The Portfolio Questionnaire**

The second source of instrument in this study was the questionnaire. Three weeks before the end of the academic year, we gave the students a questionnaire and asked them to be as honest as possible while completing it. Meanwhile, we stated that it would no way affect their marks. The reason for this was that we did not want them to feel under pressure as our aim was to get their real ideas about the portfolio technique.

Only 22 students out of 26 returned the questionnaire. Some of the students left from the school and some of them said they did not want to complete it.

The portfolio questionnaire was formed of three sections (see Appendix IV). In section A, the students marked the strength of their agreement of the usefulness of the items written by utilizing from a 5-point scale. The aim of this section was to reveal the students' ideas on the usefulness of the portfolio technique. In section B, the students marked whether they agreed (yes) or disagreed (no) with the statements given. The students were also asked to give their reasons for their choice. The aim of this section was to reveal the students' opinions of the scoring sessions of the portfolio technique. They were also wanted to write their opinions on

portfolio assessment as a whole. This would reveal the students' attitudes to portfolio technique as a whole.

To sum up, in our study, the analysis is based on the data obtained from five different sources: (a) expectation questionnaire, (b) portfolio tasks and examinations, (c) portfolio questionnaire, (d) self-evaluation papers, (e) course evaluation papers.

In order to analyze the data, we looked at the correlation between the expectation questionnaire (see Appendix I) and self-evaluation papers together with the course-evaluation ones (see Appendix V&VI) to see whether the students achieved their goals which they mentioned in their expectation questionnaire. Also, we analyzed the portfolio tasks and examinations. After performing the portfolio tasks we gave an examination to the students by giving the topics of some tasks that were done in the class before during the portfolio process to see the students' improvement in their writing performance. Lastly, we analyzed the results of the portfolio questionnaire (see Appendix IV) to see the students' reactions about portfolio technique.

## CHAPTER 4

### RESULTS AND DISCUSSION

#### 4.1 Introduction

This chapter illustrates the way the data were analyzed. In section 4.2., the results of our action research were presented. We tried to investigate whether our students achieved the goals that they had defined at the beginning of the semester by means of the expectation letters (see Appendix I) that the students had written. In 4.3., the data obtained from self evaluation papers (see Appendix II) that the students had written and the portfolio questionnaire (Appendix IV) were analyzed. In 4.4., the course evaluation papers (Appendix VI) that were asked to perform were analyzed together with the teacher's diary to find out the students' attitude towards the portfolio technique as a whole.

#### 4.2 The Results of the Action Research

According to our action research our first goal was to help the students improve their writing skills. To elicit, we asked them to write a paragraph expressing the purpose of their doing such an activity. As a result of the analysis these paragraphs, it is concluded that they had 3 main reasons to learn writing. These are:

- a) for writing improvement purposes
- b) for communicational and professional purposes
- c) for cognitive purposes

**a) For writing improvement purposes:** Out of 22 students, 19 stated that their purpose to do writing activities was to improve their grammar and vocabulary. They thought as a result, they would be better writers in time. They indicated their purpose as they learnt to organize their thoughts and feelings successfully so that this would help them to pass all the English examinations more easily. The following are the original extractions of the students:

- S1: “Bence, yazma çalışmalarının en önemli amacı; birbirleriyle uyumlu cümleler ve paragraflar yazabilmek ve kelime bilgisini arttırabilmektir.”
- S2: “Dosyalama tekniği ile yazma çalışmaları sayesinde kelime bilgimi arttıracağıma ve daha düzgün cümleler kurabileceğime inanıyorum.”
- S3: “Bu çalışma sayesinde çok güzel İngilizce mektuplar ve diyaloglar yazabileceğime inanıyorum.”
- S4: “Bence yazma çalışmalarının en önemli amacı sözlük kullanmayı öğrenmek ve böylece kelime bilgisini arttırıp doğru cümleler kurabilmektir.”
- S5: “Ben İngilizce dersini çok seviyorum ve öğreneceğim her şeyin ileride bana çok yararı olacağını düşünüyorum, o yüzden bence yazma çalışmaları sayesinde bu yılın sonunda çok iyi İngilizce kompozisyonlar, diyaloglar ve mektuplar yazacağımıza inanıyorum.”

**b) For communicational and professional purposes:** 13 students indicated that they would use writing in their daily lives, while they were writing letters to their friends or relatives living abroad. Also, they said that writing activities would help them to find a good job in future.

The following statements show that the students wanted to learn writing for their social lives, while they were writing letters to their friends or relatives living abroad.

- S6: “İngilizce bütün dünyanın ortak dilidir. O yüzden ben İngilizce derslerinden çok memnunum.”
- S7: “İngilizce dersi şu anda işime yaramıyor gibi görünüyor, ama ileride iyi bir mühendis olabilmek için İngilizce yazma becerimi ilerletmek zorundayım. O yüzden benim için bu ders için çok önemli.”
- S8: “Şu an dünyada ortak konuşulan tek dil İngilizce. Eğer doğru ve güzel yazmayı öğrenirsem harika mektuplar ve kompozisyonlar yazabileceğime inanıyorum.”
- S9: “Türkiye’de iyi bir işin olması için İngilizceyi yazmayı ve konuşmayı iyi bilmek şart.”

**c) For cognitive purposes:** 16 students pointed out that they would develop their cognitive skills by means of writing activities. They said that with the help of the writing skill activities, they would be able to learn how to organize their ideas, how to use vocabulary and linking words which would help them think more deeply while writing. Here are some examples:

**S10:** “Bu çalışma sayesinde düşüncelerimi daha iyi kağıda dökebileceğim. Kelime bilgim de artacağından birbiriyle uyumlu cümleler ve paragraflar yazmak daha kolay olacaktır.”

**S11:** “Bence bu çalışma ile düşünce gücüm artacak ve bir konuda yazı yazarken hangi tekniği kullanacağımı, düşüncelerimi nasıl birleştireceğimi daha iyi bileceğim.”

**S12:** “Bu çalışma sayesinde daha iyi yazabileceğime ve okuduğumu daha iyi anlayabileceğime inanıyorum. Örneğin; yazar ne anlatmak istiyor?, bize vermek istediği öğüt nedir?...”

**S13:** “Benim kendime ait bir dosyam olduğundan unuttuğum bilgilere geri dönüp bakabileceğim, ve böylece öğrendiklerimiz daha uzun süre hafızamda kalabilecek.”

Having discussed the above mentioned points with the students, we agreed that with Action Research, the goals achieved at the end of this course should be:

- to improve the students’ writing skill in their professional lives in the future.
- to help them use this skill in their professional lives in the future.
- to develop their thinking skill.

According to the second step of our Action Research, we determined the content of the portfolios and the necessary materials to be utilized.

In introductory part of the study, as our participants were seventh grade students, we started with forming various sentences, translating these sentences and linking them with each other. This continued until the teacher felt that the participants were good enough to write paragraphs and short essays.

In the second part of the study, the students started to write the drafts of the specific topics that the teacher asked them. There was no limit for the number of the drafts as this activity also went on until the paragraphs and essays were good enough to be graded. When we analyzed the frequency of the rewritten drafts, we found out that the rewritten drafts for all tasks varied from 1 to 3 (see Figure 4.1) and we can show these items in a figure like this:

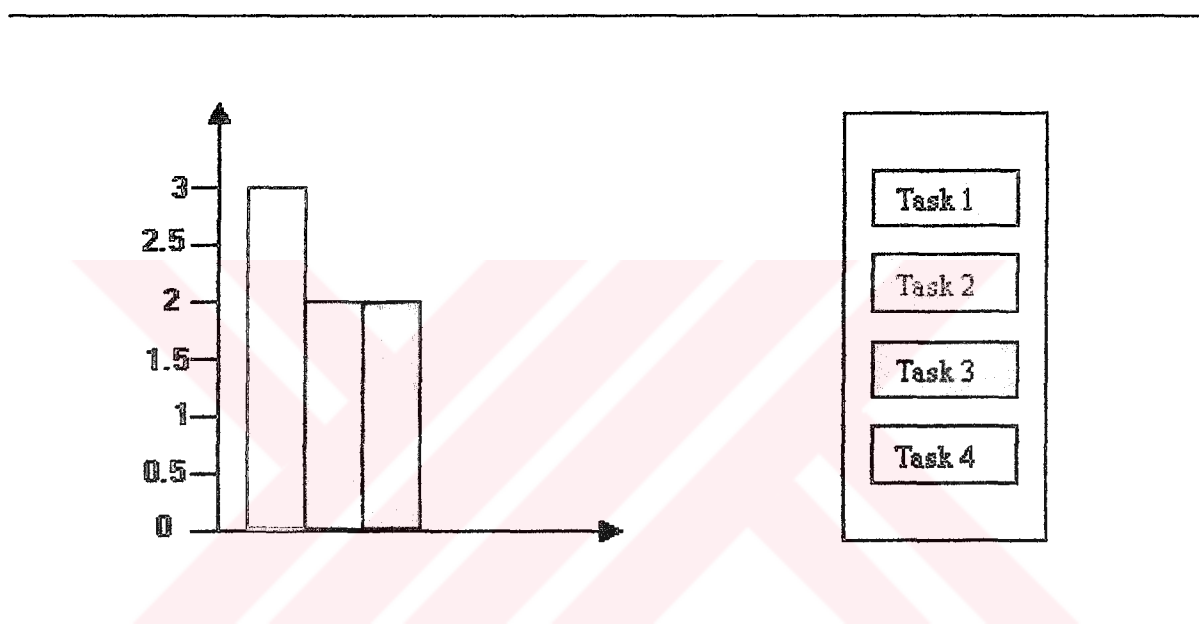


Figure 4.1 The frequency of the rewritten tasks

Task 1 was the most revised one as it was their first experience in writing an essay. Task 2 and 3 were revised for two times. Task 4 was never revised since it was an in-class activity given as a sit-down examination.

In the third step of our Action Research, we followed the students' progress through self-evaluation papers and portfolio questionnaire. The self-evaluation papers helped the teacher to observe whether there had been a progress in the students' work. (see section 4.3). We also administered a questionnaire to the students to observe the portfolio technique. The

results of the questionnaire revealed the students feelings about this technique which was a way of reflecting for us (see section 4.3.1., 4.3.2, 4.3.3.).

In the last step of our Action Research, we analyzed the course in general to see the strong and weak points of it (see section 4.5). We did the evaluation both from the students' and the teacher's perspective by means of the course evaluation questionnaire that was asked to the students to perform together with the diary that the teacher had worked out through the whole study.

In brief, our main goal in this study was i) to improve the students' writing skill in general, ii) to help them see that they can also write in English although they are in a state school. This is because the number of the lessons are less than they are in colleges and Anatolian High Schools, so the students in state schools do not have much chance to do enough activities in writing skill, but in our study we believe that the students attained our goal as they were given opportunity to write as many as they could in portfolio technique. The more they wrote the better abilities they got and as a result, they gained to produce more accurate sentences and paragraphs by utilizing various kinds of vocabulary. Our second goal was to create an awareness on students about why they are learning to write? We again believe that this concept also occurred in them. They expressed in their self-evaluation papers that they could use their English both in their communicational and professional life.

Here are some examples:

**S14:** "İlk başlarda kesinlikle İngilizce paragraflar ve kompozisyonlar yazabileceğime inanmıyordum. Ama şimdi görüyorum ki hiç de öyle değilmiş..."

**S15:** "Her geçen gün yazma becerimin daha da ilerlediğine inanıyorum. Bu da beni çok mutlu ediyor, çünkü Amerika'daki amcama çok güzel bir mektup yazabileceğim."

**S16:** "... eski paragraflarıma ve kompozisyonlarıma bakıyorum da gerçekten çok ilerlemişim."

mentioning that they use portfolio technique in order to do such things in an order and see their own progress better. Also, he thinks that he is learning English not for now but for his future as he believes that “English” does not have any meaning for him now, whereas he believes it will gain importance when he becomes an adult.

Another item that most of the students in the class mentioned is “group-work.” They think group-work activities are very useful for them as they learn from each other as well as from the teacher. For example; one of the student says that he can express his ideas better and learn a lot of vocabulary from his friends when they form dialogues as a group and mentions it’s so, because his friends in the group can tell the things easily that he can not ask to the teacher.

Lastly, it can be concluded from the students ‘letters’ that with portfolio technique and process approach, the students become aware that learning a language is a process and can not be seen as just a product that can be done immediately. Besides this, they learn to take responsibility and share their knowledge by means of them.

#### **4.3.2 Portfolio Questionnaire Section A**

This section of the questionnaire contained 7 sentences which were rated on a five point scale by 22 students. The aim of this section was to elicit students opinions about the procedure we followed during our portfolio technique and we can clearly see their opinions from the table 4.1 by looking at the frequency of the words that they use in their portfolio questionnaire (see Table 4.1).

Questions (Section A )		very useful	useful	neutral	not very useful	useless
1	conferencing with the teacher	14	7	—	1	—
2	getting feedback from the teacher	15	5	1	1	—
3	Improving the grammar	13	6	2	1	—
4	organizing sentences and paragraphs in coherence	9	11	2	—	—
5	Improving vocabulary	16	4	1	—	—
6	using dictionary	15	4	3	—	—
7	being aware Of the audience and the reason	12	10	—	—	—

**Table 4.1 The frequency of the items in Section A**

**1) Conferencing with the teacher**

21 students (14 very useful, 7 useful) agreed that portfolio technique is useful in this issue; only one student found this neither useful nor useless. We have observed that conferencing with the teacher was useful as they were able to ask anything that came into their minds and this helped them to feel better and confident so that they were able to concentrate on their work much better. Moreover, conferencing created a close relationship between the teacher and the

students which affected the class's atmosphere in a positive way. The teacher's giving feedback was another factor that helped the students improve themselves.

The disadvantage of conferencing was the time-consuming for the teacher as it took a lot of time. We believe that if the time is limited, this disadvantage can be minimized.

## **2) Getting feedback from the teacher**

20 students believed that getting feedback from the teacher is useful. (15 very useful, 5 useful). Only one student found it neither useful nor useless.

We conclude that the majority of the students wanted to get feedback from the teacher in order to learn their problems and the possible solutions to be better writers. They also mentioned this in their self evaluations paper. Here are some examples:

**S18:** 'Öğretmen bana hatalarımı ve eksiklerimi söyleyip bunları dosyamda belirttiğinde daha iyi öğrendiğime inanıyorum.'

**S19:** 'Öğretmenimizin çalışmalarımızın sonuna notlar düşmesi çok işime yaradı. Bir daha aynı hataları yapmamaya özen göstereceğim.'

## **3) Improving grammar**

19 students mentioned that the portfolio technique improved their grammar (13 very useful, 6 useful). 2 students were neutral on this issue and 1 student found it not very useful. The majority of the students showed us that an awareness occurred on them in seeing their own errors and improve themselves step by step.

The students also expressed their opinions about this improvement in grammar in their self-valuation papers. They believed that they started to make less mistakes which made their writing better as they were able to write what they want to more freely.

**S20:** " Dosyalama tekniği sayesinde geriye dönüp dilbilgisi hatalarıma bakabiliyorum ve birkaç kez bakınca da bir daha unutmuyorum. Böylece, daha az hatayla daha doğru cümleler kurabiliyorum. Ayrıca öğretmenimizin bize verdiği dönütler sayesinde

kelimeleri cümlelere nasıl doğru yerleştirebileceğimi de öğrendim. Bence her geçen gün yazma yeteneğim daha da gelişiyor.”

In spite of their improvement in grammar, some students indicated their problems in the punctuation. This might be due to the lack of focus on such problems during the feedback sessions. Therefore, we should give more importance on this issue in our future study.

**S19:** “... kelime ve dilbilgisinde kendimi geliştirdiğime inanıyorum. Fakat noktalama işaretlerini nereye doğru bir şekilde yerleştireceğime emin olamıyorum.”

**S20:** “ Paragraf ve kompozisyonlarımı yazarken noktalama işaretlerinde sorun yaşıyorum.”

#### **4) Organizing sentences and paragraphs**

20 students found the portfolio technique useful from the point of organization. In self-evaluation papers, the students also supported this view. They mentioned that they learnt to organize their sentences and paragraphs and link them coherently.

#### **5) Improving vocabulary**

20 students out of 22 regarded the portfolio system useful from the point of improving their vocabulary (16 very useful, 4 useful). Only 2 students found it neutral. From this we can conclude that by means of portfolio technique the students were able to improve their vocabulary level.

Also, they expressed in their self-evaluation papers that they learned a lot of vocabulary in this course and tried to use them a lot in their drafts for reinforcement.

**S21:** “Bu çalışmaya başladığımızda kelime bilgim çok eksikti, o yüzden de istediğim şekilde cümle kuramıyordum. Ama bu dersle birlikte daha çok okumaya ve yazmaya başladım, bu arada bol bol kelime öğrendik, bunlarla cümle kurduk ve bütün bunlar benim daha iyi ve doğru yazmama yardımcı oldu.”

2 students stated that they had still problems as they still needed to work on their vocabulary. They were aware of their problem, and in order to solve this problem, we should encourage our students to read more.

#### 6) Using dictionary

19 students (15 very useful, 4 useful) considered the portfolio system useful from the point of using dictionary. Three students were neutral.

This proved us that the majority of the students learned how to use dictionary and improve their vocabulary skill as well which was one of our goals in this study, because in most of the state schools, 'using dictionary' issue is mostly ignored and the students are not able to learn how to use a dictionary. Consequently, they have difficulties in finding the word they want to. By means of portfolio technique we tried to solve this problem.

**S22:** “Bu çalışmaya başlamadan önce okuduğumuz parçalarda bazı kelimeleri anlamıyordum ve sözlük kullanmayı bilmediğim için anlamları bulmakta güçlük çekiyordum. Ama öğretmenimiz bunu bize öğrettikten sonra artık işim çok kolaylaştı. Anlamını bilmediğim kelimeleri her defasında öğretmenime ve arkadaşlarıma sormak yerine sözlüğe bakarak buluyorum.”

#### 7) Being aware of the audience and the reason

22 students out of 22 (12 very useful 10 useful) indicated that they started to consider their readers while writing their drafts with the portfolio technique. This awareness might have occurred during the lessons as we always warned them about this matter. Here is an example taken from one of the students' self-evaluation paper:

**S22:** “ İlk bakışlarda sadece cümle kurmaya, kafamadakileri kağıda dökmeye çalışıyordum. Yazdıklarım başkaları tarafından anlaşılıyor mu? Yoksa anlaşılıyor mu? Farkında bile değildim. Oysa şimdi önce kime yazacağımı düşünüp, ona göre cümlelerimi tasarlıyorum.”

Analysis of the first section of the questionnaire revealed that most of the students were contented with this new system and they improved their writing abilities. The only item that they did not like was reviewing the drafts a lot.

We believe that students would enjoy this more when they got older as they are just seventh grade students at a primary school now.

### **4.3.3 Portfolio Questionnaire: Section B**

This section of the questionnaire contained five statements regarding the evaluation of the portfolios. The students were asked to express their agreement or disagreement to these statements, providing a reason for each of their responses (see table 4.2).

In table 4.2 given below, we wanted to see whether the students agreed that portfolio technique was useful or not. The frequency of the items given in the table revealed us that the majority of the students found the portfolio technique useful.

Questions (Section B )		Yes	No
1	The activities done in the course help me enjoy the lesson	22	–
2	The activities done in the course motivate me	21	1
3	The activities done in the course improve my writing abilities	21	1
4	It was good to grade my essays together with the teacher	15	7
5	It was good that all my essays were graded	15	7

**Table 4.2 The frequency of the Items in the Portfolio Questionnaire B**

**1) The activities done in the course help me enjoy the lesson**

22 students at of 22 stated that they enjoyed the activities had performed during the portfolio process. Although they sometimes got bored of reviewing the drafts again and again, they were very excited about learning to write in English which was an important factor for their motivation. Here are some examples, taken from students' course-evaluation questionnaires; their reasons of their choice:

**Q1:** “ Bu derste yaptıklarımızı daha önce hiçbir İngilizce dersinde yapmamıştık. Çok zevkli.”

**Q2:** “ Bence yapılan aktiviteler çok eğlenceli, derse olan ilgimi arttırdı.”

**Q3:** “İngilizcemi ilerletmek için yararlı şeyler yapıyoruz. Böylece ilgim artıyor.”

**2) The activities done in the course motivate me**

21 students accepted that the activities done motivated them. Only one student said ‘no’ as he mentioned his reason by stating that he got bored doing the same things over and over again. He continued as they should try various activities to make the lesson more enjoyable whereas the other 21 students expressed that the activities were enjoyable and they learnt a lot of useful knowledge with this technique. Also, most of the students mentioned that they started to like English with this kind of activities.

This might happen because of one student’s getting bored of quickly which might be a characteristic structure of himself.

The majority of the students’ choices showed us that an awareness occurred in themselves in order to increase their writing level.

**Q4:** “İngilizce dersini seviyorum, ve yaptığımız aktiviteler bana eğlenceli geliyor, bu yüzden de derse konsantre olabiliyorum.”

**Q5:** “Öğrendiğimiz bilgiler yararlı, konsantre olmak zorundayım.”

**Q6:** “Aktiviteler monoton değil, tam aksine eğlenceli. Böylece dersi iyi dinleyip, takip edebiliyorum.”

**3) The activities done in the course improve my writing skill**

21 students out of 22 considered that the activities improved their writing skill. They explained their reason as they started to write better step by step in time they could see their errors by themselves and consequently, tried not to do them in their other drafts and essays.

The reasons of their choice showed us that they could see their own improvement with the help of the portfolio process as they had a chance to compare their own writing with the others.

**Q7:** “ Dosyama geri dönüp baktığımda ilk yazdıklarım bana çok basit geliyor. Şimdi çok daha iyi yazabildiğime inanıyorum.”

**Q8:** “ Aynı şeyleri tekrar tekrar yazmak bazen sıkıcı olsa da iyi şeyler yazabilmek için daha iyi bir yöntem düşünemiyorum.”

**Q9:** “ Bu ders sayesinde sadece yazma yeteneğim değil, düşünce yeteneğim de gelişti. Artık bir cümle yazmadan önce bir saat düşünüyorum.”

#### **4) It was good to grade my essays together with the teacher**

Each essay (all the drafts and the final paper) was graded with the teacher and the student together in conferencing sessions. That is, the teacher sat together with each student, and they were both engaged in marking the portfolio by discussing the weak and strong points. The aim of this statement was to elicit students’ reaction towards this type of a marking system. 15 students were contented with grading the portfolios together with the teacher. 7 students were opposed to such a grading system as they mentioned they felt ashamed when the teacher gave a mark near them.

The majority of the students had 2 main reasons: **a)** becoming aware of their weaknesses and strengths. **b)** sharing ideas with the teacher.

##### **a) Becoming aware of their weaknesses and strengths**

Most of the students said that they found grading their portfolios together with the teacher beneficial because such a marking system gave them a chance to see both their weak and strong points and as a result, develop themselves. Below are some examples:

**Q10:** “Dosyama öğretmenle birlikte not vermek zayıf yanlarımı görmeme yardımcı oluyor.”

**Q11:** “Çünkü böylece eksiklerimi görebiliyorum ve sonuç olarakta düzeltmek için çaba sarfediyorum”

**Q12:** “Böylece hatalarımın nedenini daha iyi anlıyorum, ve düzeltmem de daha kolay oluyor.”

**b) Sharing ideas with the teacher:**

Some of the students indicated that when they shared their ideas with the teacher they were able to explain better what they meant both from the point of structure and content that they have used in drafts. Also, they mentioned that this factor created a close relationship between the teacher and themselves which helped them feel more confident.

**Q13:** “Derste öğretmenimizin teker teker yanımıza gelip dosyalarımızı incelemesi çok hoşuma gidiyor. Kendimi ona daha yakın hissediyorum. Zaten artık fikirlerimi daha rahat söyleyebiliyorum.”

**Q14:** “Dosyama öğretmenle birlikte bakınca ne anlatmak istediğimi söyleme fırsatım oluyor. Bu da derse olan ilgimi arttırıyor.”

**5) It was good that all my essays were graded**

Most of the students expressed that they were able to see their own progress when their essays were graded and as a result, evaluated themselves accordingly. There were some students who were opposed to this view as they thought they were discouraged when they could not get the marks they expected. Here are some examples:

**Q15:** “Bütün kompozisyonlarıma not verildiğinde hangi türde zayıf olduğumu görebiliyorum.”

**Q16:** “Notla değerlendirme olduğunda konuyu daha ciddiye alıyorum.”

**Q17:** “Ben notla değerlendirilmeyi sevmiyorum, çünkü kötü not alınca çok üzülüyorum. Ne de olsa mahçup düşüyoruz.”

**Q18:** “Elimden geleni yaptığım halde bazen düşük not alıyorum. Bu da beni üzüyor. O yüzden notla değerlendirilmek istemiyorum.”

To sum up, analysis of the data of the questionnaire in Section B revealed that the students were contented with the evaluation process. The findings showed us that our students liked the portfolio technique from two different points of views:

- from the point of developing their writing skill.
- from the the point of passing the course.

Some of the students stated that getting high marks from their essay were a proof to themselves that they had developed their writing skill positively. In addition, some mentioned that they liked the process of the portfolio system and enjoyed what they have done which helped them to be better writers.

#### 4.3.4 Portfolio Questionnaire: Section C

In this section, there were two questions related to future implications of the portfolio assessment followed by an instruction. The two questions were formulated as follows:

- 1) Would you like portfolio assessment system to be used in other courses? Why? Why not? (Dosyalama tekniğinin diğer derslerde de kullanılmasını ister misiniz? Neden?/Neden değil?)
- 2) What is your opinion about 'Portfolio Technique'? Tell it in your own words in three sentences. (Dosyalama tekniği hakkında ne düşünüyorsunuz? 3 cümle ile belirtiniz.)

**1) Would you like portfolio assesment system to be used in other courses? Why? Why not?**

1 student stated that he did not have any idea about this question. Out of 21 students, 3 said that they would not like it to be used in other courses. They did not find it suitable for all the other lessons as it took a lot of time and had some boring ways as well. The other 19 said that it would be very useful in other courses, especially, in their science and sociology lessons. They mentioned that as portfolio technique lets them to learn in other step and see their own progress and as a result, evaluate themselves, they could also improve their science and

sociology by means of this technique. Moreover, some students stated that portfolio technique forces them to be tidier and to study regularly which is a very useful way to learn and to get better marks. Some also indicated that this technique gives them a chance to solve their problems on their own instead of just memorizing concepts and rules. In other words, they would like to use this method in other lessons as well, as they can develop their cognitive skills by making use of portfolio technique.

Analysis of the responses to this questionnaire item revealed that the majority of the students wanted the technique to be used mainly in English lessons but not in all courses. This rejection might be based on the fact that it would be too tiring as it takes a lot time and energy.

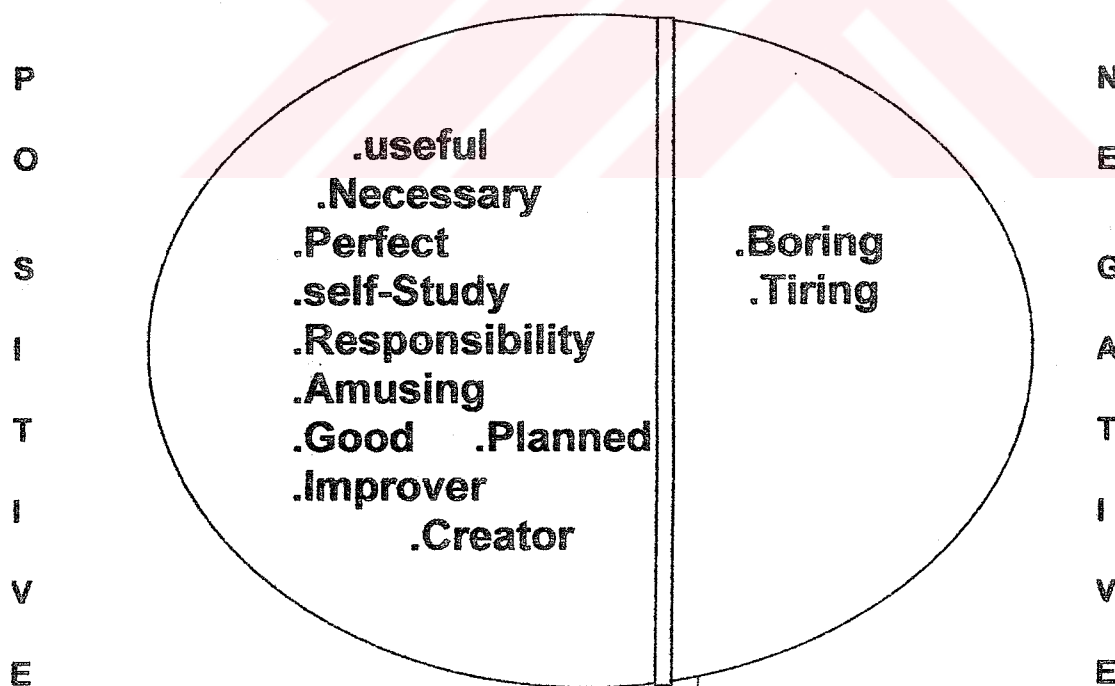
**2) What is your opinion about Portfolio Technique generally? Tell it in your own words in 3 sentences.**

2 students did not give any answer to this item. The other 20 students stated that they found this technique useful in general. Some students expressed both their negative and positive feelings, and some only expressed their positive feelings (see Table 4.3).

<b>Useful</b> 18	<b>Tiring</b> 3	<b>Amusing</b> 6
<b>Boring</b> 3	<b>Improver</b> 17	<b>Self-study</b> 2
<b>Necessary</b> 15	<b>Perfect</b> 2	<b>Creator</b> 5
<b>Good</b> 4	<b>Planned</b> 14	<b>Responsibility</b> 12

**Table 4.3** The frequency of the words used in the portfolio Questionnaire-Section C

As can be seen in this table, 12 different words were used. The most frequently used words were useful (18), improver (17), necessary and planned (14). Although most of the students got extremely tired throughout the semester only 3 of them mentioned it in their questionnaire. This might happen because the students were not accustomed to such activities, so this was interesting for them. In fact, during the lessons they were usually excited while writing their drafts and said that they enjoyed what they were doing, so they might not be aware that they got tired. Also, they were seventh grade primary students and they were full of energy and open to learn new things. From the table, it can be concluded that the students preferred to use mostly positive words (10) than to the negative ones (2). From this, we can conclude that portfolio technique is favored in great length by the students despite its' sometimes being tiring and boring ( see figure 4.2 ).



*The positive and negative feelings of the students towards the portfolio technique*

Figure 4.2

#### 4.4 Some Concluding Remarks on the Analysis of the Questionnaire

When we sum up the results of the portfolio questionnaire as a whole, we can conclude that most of the students were most of time contented with the portfolio technique. They believed that they firstly learnt how to be aware of their problems and the ways to solve them. They also stated that their writing abilities and cognitive skills improved a lot. The main problem was it took of time, so it was sometimes tiring and boring as they wrote some of the tasks over and over again due to the inaccessibility of the technical equipment. Since there were no computers available, the students had to rewrite by hand over and over again. But as time passed , when they started to be aware that they were learning with this system, they continued writing and tried to enjoy what they were doing as they stated in the responses of their questionnaire that it was useful (18), improver (17) and necessary (15) which were positive words.

Consequently, we can conclude that the portfolio technique enabled the students to improve their writing ability which was our main goal in this study.

#### 4.5 Evaluation of the Course in General

In this section we analysed the course that has been performed throughout the whole semester in general by means of the course evaluation papers (see Appendix VI) together with the teacher's diary to see the general atmosphere in the class for the implication of a further study on this subject.

The course was analysed under two perspectives:

- 1) Strengths of the course
- 2) Weaknesses of the course

**4.5.1 Strengths of the Course** In the light of the course evaluation papers that was asked to the students together with the teacher's diary, we can conclude that the students firstly learned

the order of a sentence in English and see the difference between English and their native language. Then, they learned to form sentences and reinforced it for almost one month. By means of this, the students became aware of this structure of a sentence in English because until that time the students could not form proper sentences in English as they were applying the rule in Turkish which was not appropriate for English. Meanwhile, in order to form sentences and paragraphs the students learn how to use dictionary and how to do group-work.

They both enlarged their vocabulary level and learn to share their knowledge with each other. By using portfolio technique they learned that learning a language is a process and as it is a process students feel more confident as they started to learn the writing skill from the beginning. At the state of essay writing the students to use the technique of writing such as brainstorming, drafting and revising. Brainstorming helps the students to have a guidance and write better and more meaningful paragraphs and essays as linking the sentences to each other is easier for they have an idea about what to do before they start writing by means of brainstorming. Doing drafting and revising activities directs the students tiring to write better paragraphs and essays. Also, these two stages help them to achieve self-correctness. As they write two or more drafts of the same topic, after a while, they become dominant on that particular subject and write more fluently.

To sum up, it can be concluded that although due to the lack of the technical equipments such as a seperate class for English, computer and projection the students achieved to enlarge their writing abilities and cognitive skills as well by means of the portfolio technique.

**4.5.2 Weaknesses of the Course** The first thing that the students are uncomfortable in the course was not having a suitable environment. The class's atmosphere decreased their motivation level as it was not a suitable place both for the students and for the teacher. Secondly, when they first started to write, they naturally were not able to express their ideas fluently as they did not have an adequate knowledge of structure and vocabulary. They felt

less confident when they could not achieve to write what they wanted to. Thirdly, at the stages of writing stage the students sometimes got tired and bored doing the same things over and over again. Lastly, they had difficulty of thinking English and Turkish as separate languages as they were thinking that all the languages have the same structure. As time passed, an awareness occurred in them that English is a different language from their native language and they started to think in English while forming their sentences and paragraphs.



## CHAPTER 5

### CONCLUSION

#### 5.1 Introduction

This thesis aimed to observe whether portfolio technique in Process Approach is an alternative to traditional examination system in state schools. In fact, “Portfolio system is not a new concept in education, but a system that allows permanent storage of optical data, written and drawn images, and verbal ability is new.” (Campell, 1992, in Şahinkarakaş, 1998, p.122).

A portfolio is generally defined as a purposeful collection of student work that exhibits the students' efforts, progress and achievements in one or more areas.

This technique has numerous advantages in the field of language education. Firstly, it emphasizes what the students already know rather than what they do not know. Moreover, it shows efforts to improve and develop, demonstrates progress over time. Since portfolio technique is open-ended, students can show work on their own level and since there is choice, it caters to different learning styles and allows expression of different strengths. Additionally, it develops social skills as they are also on work done together, in pairs or groups, on projects and assignments.

Another important advantage of portfolio technique is that it enables students to improve their metacognitive skills. Throughout the process of portfolio assessment students must get the responsibility of collecting data, justifying portfolio choices, monitoring progress and setting learning goals. During this process, they raise awareness, create new ideas, analyze and synthesize, which makes them become active participants in their performance and feel confident about themselves.

Considering these factors of portfolio technique and action research, we have tested three research questions.

- (1) Does the use of portfolio technique help seventh grade students' writing improvement?
- (2) What are the factors to be considered while teaching the writing skill to the seventh grade students?
- (3) What are the reactions of the students to portfolio technique?

## **5.2 Portfolio Assessment and Students' Writing Abilities**

Question 1 assumes that the use of portfolio technique helps seventh grade students' writing improvement. The results obtained from the data supported this. We have observed that portfolio assessment system has a positive impact on students' writing performance.

During our study, we gave students both written and oral feedback which helped them to see both their weak and strong points. The students work on their weak points about grammar, organization, ideas and so on. Aside from the written feedback, they got with the teacher for conferencing sessions. With these conferences, students become aware of their problems and try to find various solutions to them as they have the chance to discuss with the teacher.

In short, the more students write, the better writing abilities they gain. They start to produce accurate sentences with various kinds of vocabulary and content. As they know what to write and how to write it in the best way, students show positive reactions to the portfolio technique which answers our third research question. The results of the cover letters and the questionnaires show us that they like the technique and believe its benefits in developing themselves from both social and metacognitive aspects.

## **5.3 Factors to be considered in Portfolio Assessment System**

From the results of the expectation (Appendix I) and self-evaluation papers (Appendix V) letters together with the questionnaires and the teacher's diary, we are able to find a clean answer to our second research question (see p.62).

The factors to be considered while teaching the writing skill are as follows:

(1) **Time** Portfolio technique is time-consuming both for students and teachers. Students spend a lot of time to perform the assigned tasks. Naturally, they sometimes get bored and tired of this system. In this study, inaccessibility of the computers was the biggest problem for the students as they had to rewrite drafts by hand. We believe that, if there were enough computers this drawback will be lessened.

Teachers might suffer from the system as well. Teaching and evaluating writing in general is already tiring and time consuming since teachers have to read students' writing samples many times during the process of writing. In order to lessen this drawback, teachers might make the first conferencing session compulsory. With this solution, students get used to the system at the very beginning.

(2) **Students' Level** Another important factor that should be taken into consideration is students' level. The teacher should choose the drafts according to the students' level. Also, if the students are young learners the teacher should choose such subjects that these won't make them feel bored, otherwise students may get bored and don't want to do activities which will lessen their motivation and performance.

#### 5.4 Future Prospects

This study is limited only the implementation of portfolio technique in Process Approach on the young learners in a state school where writing is not taught as an independent lesson. For further research, implementation of portfolio technique can be investigated in large-scale programmes.

Implementation of this technique in large-scale programmes can bring two main problems:

(a) the extra workload of the writing teachers and (b) the objectivity of the the evaluating portfolios. These problems might be lessened as stated in the following:

(a) The workload that writing teachers have doubled in portfolio technique as teachers have to spend extra time for conferencing, feedback and evaluating the portfolios. In

order to lessen the workload, teachers can spend 1-2 hours of their lessons to conferencing and scoring sessions.

- (b)** Objectivity of evaluating portfolios is already a difficult issue. In order to be objective, students and teacher can work collaboratively. Also, peers and an outsider can mark the portfolios so that this way, the subjectivity of the class can be minimized.



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**APPENDICES**



## APPENDIX I

## SAMPLES OF EXPECTATION QUESTIONNAIRE

(BEKLENTİ ANKETİ ÖRNEKLERİ)  


## BEKLENTİ ANKETİ

Lütfen aşağıdaki soruları cevaplayınız:

- 1) İngilizceyi akıcı bir şekilde konuşup, yazabilmeniz size ne tür yararlar sağlayacağını düşünüyorsunuz? (Nedenleriyle belirtiniz).

İyi bir iş sağlayacağını düşünüyorum. Ayrıca filmleri İngilizce izleyebilirim.

- 2) Sizce 'dosyalama tekniği' ne demektir? Birkaç cümle ile belirtiniz.

Bence bu teknik ile öğrendiğimiz herşeyi bir dosyaya koyacağız

- 3) Dosyalama tekniğinin İngilizcenizi geliştirmede yararlı olacağını düşünüyor musunuz?

Neden/Neden değil?. Eğer cevabınız olumlu ise lütfen aşağıdaki soruyu cevaplandırınız.

Bilmiyorum.

- 4) Dosyalama tekniği ile İngilizce dersinde nelerin (hangi becerilerinizi; yazma, okuma konuşma gibi...) ilerleyeceğini düşünüyor musunuz?

Yazma - Okuma

## BEKLENTİ ANKETİ

Lütfen aşağıdaki soruları cevaplayınız:

- 1) İngilizceyi akıcı bir şekilde konuşup, yazabilmeniz size ne tür yararlar sağlayacağını düşünüyorsunuz? (Nedenleriyle belirtiniz).

Öncelikle turistlerle konuşabilirim. Heride doktor olduğumda işime yarar.

- 2) Sizce 'dosyalama tekniği' ne demektir? Birkaç cümle ile belirtiniz.

Bence öğreneceğimizi dosyada kalıcı.

- 3) Dosyalama tekniğinin İngilizcenizi geliştirmede yararlı olacağını düşünüyor musunuz?

Neden/Neden-değil?: Eğer cevabınız olumlu ise lütfen aşağıdaki soruyu cevaplandırınız.

Diyarbakır'ın aynısı başka her çalışmayı gereceği öğrendiklerimizi katbetmeyeceğiz.

- 4) Dosyalama tekniği ile İngilizce dersinde nelerin (hangi becerilerinizi; yazma, okuma konuşma gibi...) ilerleyeceğini düşünüyor musunuz?

Yazma - Okuma

## BEKLENTİ ANKETİ

Lütfen aşağıdaki soruları cevaplayınız:

- 1) İngilizceyi akıcı bir şekilde konuşup, yazabilmeniz size ne tür yararlar sağlayacağını düşünüyorsunuz? (Nedenleriyle belirtiniz).

Artık İngilizce bilmek şart. İyi bir meslek sahibi olmak, yabancı şarkıları anlamak için İngilizce bilmeliyiz.

- 2) Sizce 'dosyalama tekniği' ne demektir? Birkaç cümle ile belirtiniz.

Bence bu teknik ile öğrendiklerimizi sıralayıp bir dosyaya koyacağız.

- 3) Dosyalama tekniğinin İngilizcenizi geliştirmede yararlı olacağını düşünüyor musunuz?

Neden/Neden değil?. Eğer cevabınız olumlu ise lütfen aşağıdaki soruyu cevaplandırınız.

Evet. Çünkü öğrendiğimiz kelimelere, kurallara dönüp bakabiliriz. Böylece unuttuklarımızı hatırlayabiliriz.

- 4) Dosyalama tekniği ile İngilizce dersinde nelerin (hangi becerilerinizi; yazma, okuma konuşma gibi...) ilerleyeceğini düşünüyor musunuz?

Ablında hepsi de olabilir. Ama daha çok yazma ve konuşmada ilerleriz bence.

## APPENDIX II

### WRITING COURSE INSTRUCTION

Bu dönemin sonunda şu ana kadar yapmış olduğunuz çalışmaları topladığınız bir dosyanız olacak ve bu dosyadaki aktiviteler ile değerlendirileceksiniz.

Bu çalışmada göz önünde bulundurmanız gerekenler aşağıda belirtilmiştir.

i ) yaptığınız her aktivitenin başına ne tür bir çalışma yaptığınızı belirtiniz.

**Örnek :** Aktivite 1

Paragraf yazma

Tanımlama paragrafı

ii ) her aktivitenin sonuna bu aktiviteyi yapmaktaki amacınızı ve bunun sonucunda neler öğrendiğinizi yazınız.

iii ) dosyaların değerlendirilmesinde sizin, öğretmeninizin, dışardan birisinin görüşleri alınacaktır.

Dosyanızda olması gerekenler:

- 1) Cümle yapısı ve cümle çeşitleri ile ilgili yazmış olduğunuz örnekler,
- 2) Tanımlama ve karşılaştırma türü ile ilgili yazmış olduğunuz paragraflarınız,
- 3) Tanımlama ve karşılaştırma türü ile ilgili yazmış olduğunuz kompozisyonlarınız,
- 4) Dosyalama tekniği ile yapmış olduğumuz yazma çalışmalarının size neler kazandırdığı ile ilgili yazmış olduğunuz görüşleriniz,
- 5) Mini- proje.

## APPENDIX III

## CHECKLIST

## YES / NO

- 1. Yazdıklarım anlamlı mı? İlgı çekici mi?
- 2. Bir başlıđı var mı?
- 3. Bir sonucu var mı?
- 4. Kelimelerim konuya ve içeriđe uygun ve dođru mu?
- 5. Cümlelerim çeşitli mi?
- 6. Yazdıklarım akıcı mı?
- 7. Gerekli yerlerde başlık kullandım mı?
- 8. Noktalama işaretleri dođru yerde mi?
- 9. Paragraflarım etkili ve birbiriyle uyumlu mu?
- 10. Yeterli bilgim var mı?
- 11. Cümlelerimde özne yüklem uyumu var mı?

(Spandle and Stings, 1990, p.130).

## APPENDIX III

## CHECKLIST

## YES / NO

- 1. Does it make sense? Is it interesting?
- 2. Does it have an introduction?
- 3. Does it have a conclusion?
- 4. Are my words accurate, concise and well-chosen?
- 5. Are my sentences varied?
- 6. Does my writing flow naturally?
- 7. Are my capitals where they belong?
- 8. Is my punctuation used in the right place?
- 9. Are my paragraphs effective and coherent?
- 10. Do I have enough information?
- 11. Do I have subject / verb agreement?

(Spangle and Stings. 1990, p.130).

## APPENDIX IV

## DOSYALAMA TEKNİĞİNİ DEĞERLENDİRME ANKETİ

Lütfen soruları mümkün olduğunca gerçeğe en yakın şekilde cevaplayınız.

A) Aşağıda verilen derecelendirilmiş bir dizi durumu İngilizce dersinin kendinizi geliştirmedeki faydalarını düşünerek size en uygun olan seçeneği işaretleyiniz.

1) Taslakları öğretmenle tartışmak:

5 4 3 2 1  
Çok faydalı Çok az faydalı

2) Taslaklarda öğretmenden dönüt almak:

5 4 3 2 1  
Çok faydalı Çok az faydalı

3) Taslakların dilbilgisini geliştirmesi:

5 4 3 2 1  
Çok faydalı Çok az faydalı

4) Taslakların cümlelerimi ve paragraflarımı birbiriyle uyumlu bir şekilde organize etmesi:

5 4 3 2 1  
Çok faydalı Çok az faydalı

5) Taslakların kelime bilgisini geliştirmesi:

5 4 3 2 1  
Çok faydalı Çok az faydalı

6) Sözlük kullanmayı geliştirme:

5 4 3 2 1  
Çok faydalı Çok az faydalı

7) Kime? / ne için? Yazdığının farkında olma:

5 4 3 2 1  
Çok faydalı Çok az faydalı

B) Aşağıda verilen durumlar için lütfen “evet” ya da “hayır” seçeneklerinden birini seçiniz ve nedenlerinizi belirtiniz:

1) Yapılan etkinlikler derse katılımımı sağlıyor:

EVET:----- HAYIR:-----

NEDEN:-----

2) Yapılan etkinlikler motivasyonumu sağlıyor:

EVET:----- HAYIR:-----

NEDEN:-----

3) Yapılan etkinlikler İngilizce’de yazma becerimi geliştiriyor:

EVET:----- HAYIR:-----

NEDEN:-----

4) Dosyama öğretmenle birlikte not vermek çok faydalı:

EVET ----- HAYIR:-----

NEDEN:-----

5) Bütün paragraf ve kompozisyonlarımın not ile değerlendirilmesi çok iyi:

EVET ----- HAYIR:-----

NEDEN:-----

C) Lütfen aşağıda verilen soruları cevaplayınız:

1) Dosyalama tekniğinin diğer derslerde de kullanılmasını ister misiniz? Neden? / Neden değil?

2) Dosyalama tekniği hakkında ne düşünüyorsunuz? Üç cümle ile belirtiniz.

**APPENDIX V****SAMPLES OF SELF-EVALUATION PAPERS**

## SELF-EVALUATION PAPERS

Please answer the following questions with your own words.

- 1) Among the tasks you have completed what kind of information did you obtain?  
(Tamamladığınız tasarlardan ne tür bir bilgi elde ettiğinizi düşünöyorsunuz?)

İstediğim bu adisimo sayısında yeni kelimeler öğrendim. Başka kelimelerle kelimeleri öğrendim. Anlatıcı paragrafları yazmayı öğrendim. Düşünce yeteneğim gelişti.

- 2) What do you think about the Portfolio Technique in general?  
(Dosyalama Tekniği hakkında genel olarak ne düşünöyorsunuz?)

İngilizce bilgilerim gelişti. İngilizceyi ne kadar geliştirdim de güzel bir ders olduğuna inanıyorum. İngilizce dersine benim öğretim. Ayrıca bu teknik sayesinde sorumluluk - etki - düşünce öğrendim. Böylece elimde olduğum notaları kendim için kullanabiliyorum.

Thanks for answering the questions!

## SELF-EVALUATION PAPERS

Please answer the following questions with your own words.

- 1) Among the tasks you have completed what kind of information did you obtain?  
(Tamamladığınız taslaklardan ne tür bir bilgi elde ettiğinizi düşünüyorsunuz?)

Öncelikle cümlelerimi dilbilgisine uygun olarak kurmayı öğrendim, kelime bilgim arttı, paragrafımı organize etmeyi öğrendim böylece düzgün kompozisyonlarım oldu.

- 2) What do you think about the Portfolio Technique in general?  
(Dosyalama Tekniği hakkında genel olarak ne düşünüyorsunuz?)

Bu çalışma sayesinde sorumluluk sahibi olam, aklı dosyamıza sahip çıkmak zorundaydık. Ayrıca, kendime güvenmeye başladım. Artık ben de İngilizce kompozisyonlar yazabiliyorum ve bu da bu tekniği öğretmenimizin bize öğretmesi sayesinde oldu. En önemlisi de artık İngilizce yazmaktan korkmuyorum, bu da beni çok mutlu ediyor.

Thanks for answering the questions!

**APPENDIX VI****SAMPLES OF COURSE EVALUATION PAPERS**

İngilizce dersinde kompozisyon  
yazma benim kelime ve dil bilgimi  
geliştirdi. İngilizcede kompozisyon  
yazarken giriş, gelişme ve sonuç  
cümleleri nasıl yazılacağını, bir  
Paragraf nasıl yazılır onu öğrendim.

Bunu öğrenmemin sebebi ileride  
iyi bir meslek sahibi olmak ve  
yüksek yerlere ulaşmak.

Ayrıca benim İngilizceye karşı bir  
ilgim varsa bana İngilizceyi sevdi-  
ren Başak Hocamdır.

Remziye Batar VELİBOĞA  
7-A

Bu çalıřma ile herseyden önce İngilizce dersini çok sevdim, yaptığımız aktiviteler çok eğlenceliydi. Gerçi biraz yorucu oluyordu bazen aynı konuyu birkaç kez yazmak. Keşke okulumuzda bilgisayar olsaydı, hersey çok daha kolay olurdu. Yine de bu teknikle birçok şey öğrendiğimize inanıyorum. Artık İngilizce cümleler kurabiliyorum ve bunları anlamlı bir şekilde kompozisyonlarımın yerleştirebiliyorum.

Thanks my dear teacher!

Aziz Eser

7A

Bu çalıřmoyı yapmasa bařladıđımızdan beri o kadar çok şey öğrendik ki... Herşeyden önce artık İngilizce dersinde kendime güvenmeye bařladım. Oysa önceki konular anlamakta gıtalık çekerdim. Şimdi ise çok güzel kompozisyonlar yazıyorum. Sadece ders aalınan değil, dışınce yeteneđim de geliřti bence. Ayrıca dersimizden soruların olması da öğretmenimize bize öğretti. Keşke diğer derslerde de aynı çalıřmayı uygulatsak. bence çok yararlı olur.

Mehmet Zeynep Bırsal

7A

**APPENDIX VII**

**A SAMPLE PORTFOLIO**



- İngilizcede Cümle Kuruluşu - ~~early~~ = erken ~~late~~ = geç  
Subject + Verb - - - - - Time expression  
Özne . fiil zaman zarfı

Examples

- 1- Biz dün erken uyuduk. ~~We slept early yesterday.~~ but = fakat, ama  
so = böylece  
for = için
- 2- Ayşe ve Ferit dün yorgundular. Çünkü tenis oynadılar.  
Ayşe and Ferit were tired yesterday. Because they played tennis
- 3- Ben her sabah okula giderim. ~~I go to school every morning.~~ very sad /

Geniş Zamanda	Geçmiş Zamanda
Kullanılan Zaman Zarfları	Kullanılan Zaman Zarfları
every morning	yesterday
every week	last week
year	2 days ago
month	3 weeks ago
eras (yağ)	5 months ago
ages (yüzyıl)	
decades (10 yıl)	

Exercises

- 1- Ben geçen yıl öğrenciydim ama bu yıl öğretmenim.  
I was a student last year but I am a teacher this year.
- 2- Ayşe ve Mehmet dün İngilizce çalıştılar.  
Ayşe and Mehmet studied English yesterday.
- 3- Burcu ve Bahar dün misafirler için pasta yaptılar.  
Burcu ve Bahar made cake for the guests yesterday.

- Choosing The Topic -

- Sports  
↓  
playing with balls  
↓  
football
- 1) Genel olarak spor.  
Örnek = Spor insan hayatındaki en önemli aktivitelerden biridir.
- 2) Topla oynanan sporlardan bahset  
Örnek = Ben topa oynanan oyunlardan en çok sevdiğim futbolu seviyorum.
- 3) Futbol  
Örnek = Özellikle futbol.

Good!  
Örnek  
Cümleler  
Kurmaya  
devam et.

Food (yiyecek)  
 Restaurants  
 fast-food  
 a. Pizza  
 b. Hamburger

1-) Genel olarak yiyecek.  
 Örnek= Yiyecek insanların bir besin gereksini midir.  
 2-) Resturantlarda yapılan yiyeceklerden bahset.  
 Örnek= Resturantlarda yapılan yiyecekleri severim.  
 3-) Fast-food  
 Örnek= Ben fast-food <sup>+ürü</sup> yapılan yemekleri çok severim. özellikle pizza.

### - Introduction Sentences - (Giriş Cümleleri)

important = önemli

People = insanlar  
 factor = etken / faktör

Food → Food is an important factor for our life. <sup>icin bizim</sup>

Lesson → Lessons are very important for the students life. <sup>in</sup>

Sport → Sport is important for people's life.

TV = We like watching TV.

Computers = I <sup>can</sup> not use computer. But I like playing <sup>computer</sup>

Friends = I'm a reliable and friend <sup>burcu</sup>

She is a good friend of me. <sup>2</sup>

is etken

### Introduction of Sentences.

Food is very important for our life

Friends are very important for our life

Important = önemli

Essential = gerekli

Truth = gerçek

really = gerçekten

for our life

for the modern life

for (insanlar)

Computers are really essential.

Gerunds:

Going to school is very important for life.

enjoyable = eğlenceli | very enjoyable

boring = sıkıcı | very boring

Watching horror films is very terrifying

very enjoyable

1st draft

4

## ~ TELEVISION ~

Television is an important factor for people. People watch TV in their free time and receive information like news watching, and weather conditions.

I think in my free time watching TV is enjoyable. TV has beautiful programmes such as, documentaries, <sup>and</sup> cartoon films.

You can have a good time <sup>by</sup> watching TV.

Task 1  
2nd draft

~TV~

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### Advantages

- \* You can learn current events
- \* You can fill up your free time
- \* it can educate you

### Disadvantages

- \* TV violence causes aggressive behavior.
- \* It can effect children in a bad way
- \* It can become a habit so you can spend a lot of time watching it.

Current = Güncel

Fill up = doldurmak, meşgul etmek

Violence = vahşet

Habit = alışkanlık

Lastly = Son olarak

Also = Ayrıca

moreover

firstly = öncelikle

2nd draft

-TELEVISION-

Television is an important factor for people. I also like watching TV but it has bad effects near its good effects. Firstly, let's look at good effects: People watch TV in their free time and receive information like watching news, and receive information like watching news and weathercasts. Also, you can fill up your free time. I think watching TV in my free time enjoyable. TV has beautiful programmes such as documentary and competitions. I am watching history programmes.

It's bad effects are; children can<sup>6</sup> effect in a bad way, because TV violence causes aggressive behavior. And, it can become a habit, so you can spend a lot of time watching it.

Lastly, I think I like watching TV.



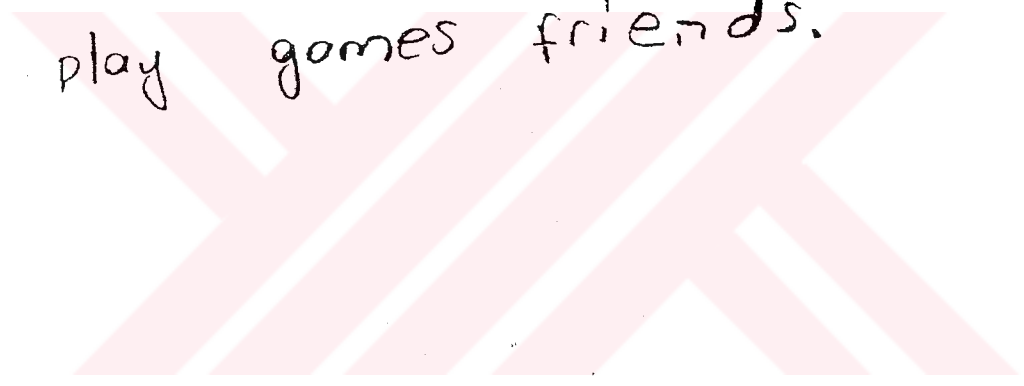
## -TELEVISION AND LIFE-

In the past, people were giving importance to each other. They were visiting their relatives and neighbours; they were playing games with each other. Now, people give importance only to TV. They come quickly after work to home and start to watch TV. They don't visit their relatives as much as before. So, now TV is an important factor for people. Although I also like watching TV. I think, it has a lot of bad effects besides its good effects. Firstly, let's look at good effects: People watch TV in their free time and receive information like watching news, and weathercasts. Also, you can fill your free time. I think, watching useful TV in my free time is enjoyable. TV has useful programmes such as documentaries and competitions. I am watching history programmes.

Its bad effects are: TV can affect children in a bad way because TV violence causes aggressive behavior. Also, it can

become a habit, so you can spend a lot of time watching it.

So, what can we do? I think we can choose the 'useful' programmes for us. and as a result, we can have more time to do sports and to play games with friends.



Task 2

2nd draft

- Description -

MERSİN

\* wonderful orange / lemon trees

\* Tantuni  
cezeriye\* weather - warm - winter  
hot - summer

\* Tourists

\* shores

\* historical places.

famous for = "ünl" almak take place = yer almak

give importance = önem vermek mixture = karışık

only = sadece

unique = eşsiz

- MERSİN -

Firstly, Mersin takes place in Akdeniz zone. Orange, Seville orange and lemon grow in Mersin a lot. These trees are very beautiful. Mersin connects the East and the West culture and make a mixture of two. It had unique situation in the past and it is the same now. Mersin is a nice place for its historical places. For example;

Kizkalesi and Cennetcehennem Also,  
Mersin has a beautiful shore and people  
do sports near this shore  
Mersin is little but a nice city.  
Tourist usually have lunch with  
"tantuni". Tantuni is a delicious  
meal. It is in Mersin only

I like Mersin a lot of  
I think we must give importance to  
Mersin to very developed.

Task 2

1st draft - MERSIN -

Firstly Mersin is in Akdeniz zone. Orange, Seville orange and lemon grow in Mersin. Also, there are a lot of districts.

Mersin has historical places and there is only one sea; "Akdeniz". Also, Mersin has a beautiful shore and people do sports every morning near this shore. Tourists come to Mersin in summer. Mersin is little but a nice city. Tourists usually have lunch with "tantuni".

There are Mersin's Toros Mountains in Mersin. Mersin's culture is I think we must give importance to Mersin city to be very developed.

1st draft

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## ~ HOLIDAY ~

- |                                  |                          |
|----------------------------------|--------------------------|
| * Sun (Güneş)                    | * Walk around (gezmek)   |
| * Sea                            | * Have a rest            |
| * Swimming - pool<br>(havuz)     | * Sand (kum)             |
| * Read books                     | * Beach (sahil)          |
| * Go to disco                    | * Walk                   |
| * Swim                           | Want = istemek           |
| * Sun-glasses<br>(Güneş gözlüğü) | Firstly = öncelikle      |
|                                  | Entertainment = eğlence  |
|                                  | get relaxed = rahatlamak |

\* Holiday is an enjoyable and relaxing factor in people's life. I firstly want to see historical monuments for example; Antalya, Bodrum, Marmaris. I think seeing historical places is very relaxing for people.

I will spend my holiday in Antalya. Then I spend in Marmaris. I want to go to sea and swim in my holiday. Then read books, walk around on sand in the afternoon, go to disco in the evening.  
I hope this year's holiday will be wonderful.

## ~ HOLIDAY ~

Holiday is an enjoyable and relaxing factor in people's life. People gets relaxed when they go to holiday. Turkey has a lot of very beautiful holiday places.

For example; Antalya, Bodrum, Marmaris. There a lot of historical places in that places and there is a very clean sea. I think seeing these cities is very relaxing for people.

This year; I will spend my holiday in Antalya at first. Then, I will spend in Marmaris because I want to swim in my holiday, walk on sand and go to disco in the evening. Also, I want to see the historical monuments in Antalya and Bodrum. I think it will be enjoyable. But before go, I must buy sun glasses and swimming costume.

I hope this year's holiday will wonderful.

1st draft

Comparison and contrast

TV or Computer?

technology = teknoloji

Development = Gelişme

Vehicle = Araç

Factor = faktör

• By means of = vasıtasıyla  
Araçla

Useful = yararlı

important = önemli

Documentary = belgesel

As a result = sonuç  
olarak

Lastly = son olarak

It is well-known that because technology is developing day by day people start to learn most of the things by means of technology developments.

TV and computer are the two main factors. They affect people's life a lot. For example I can learn useful things from TV such as cartoon films and documentaries. Also, we can learn useful information from the computer, but computer is expensive than TV. As a result, my father will buy it to me..

Moreover, there are some programmes in TV and we must watch them only,

out in computer, we can choose the program. So, we are free in computer.

lastly, I can say that I like both computer and TV and I want to buy really a computer but I can't.



**APPENDIX VIII****SCHEDULE OF THE COURSE**

### Schedule

**January 1-4 weeks:** Introducing how to form sentences in English (SVO order) and paragraphs. Reading short essays loudly and talking on them.

**February 1-2 weeks:** i) Introducing definition paragraphs and the necessary linking words.  
ii) rewriting task 1.

**March 1-2 weeks:** i) Introducing comparison and contrast paragraphs and the necessary linking words. ii) rewriting task 2.

**March 2-4 weeks:** i) Introducing definition essays by using task 1. ii) rewriting task one.

**April 1-2 weeks:** i) Introducing comparison and contrast essays by using task 2. ii) rewriting task 2.

**April 2-4 weeks:** i) Discuss about the last forms of task 1 and task 2. ii) discuss about the problems of the course generally and try to find suitable answers to them.  
iii) work on some vocabulary and expressions that would help them.

**May 1-4 weeks:** i) Give them a specific topic both for definition and comparison and contrast kinds of essays, and want them to write two essays for each one.  
ii) rewriting the first drafts of the two tasks.

**May 4th week:** Collecting the portfolios and evaluate them.

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Eğitimi Anabilim Dalı**Lisans** :2001 Çukurova Üniversitesi, Eğitim Fakültesi, İngilizce Öğretmenliği**Lise** :Özel Türkmen Lisesi (1997)**Ortaokul** :Özel Türkmen Lisesi (1994)**İş Deneyimi** : 2001,- Mersin Akdeniz İlköğretim Okulu İngilizce Öğretmenliği